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ABSTRACT

The purpose of this study is to present curriculum considerations for the non-native who is interested in teaching Spanish to the Mexican-American at the secondary level of instruction. Approaches and directions are suggested to help bring about an effective type of cross-cultural teaching, particularly for certified Anglo teachers whose teaching experience has been exclusively with Anglo classes. The study includes: (1) introductory remarks, (2) review of related literature, (3) background, (4) classroom approaches and procedures, (5) textbooks and other materials, and (6) summary and conclusions. Appendixes contain sample questionnaires concerning sociological and educational information about Mexican-American students and sample communications to parents. (RL)

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SOME SECONDARY LEVEL CURRICULUM CONSIDERATIONS FOR TEACHING SPANISH TO THE MEXICAN AMERICAN IN AUSTIN, TEXAS

by

JEAN CHILDERS, B.A.

THESIS
Presented to the Faculty of the Graduate School of
The University of Texas at Austin
in Partial Fulfillment
of the Requirements
for the Degree of

MASTER OF ARTS

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THE UNIVERSITY OF TEXAS AT AUSTIN
August, 1971

SOME SECONDARY LEVEL CURRICULUM CONSIDERATIONS FOR TEACHING SPANISH TO THE MEXICAN AMERICAN IN AUSTIN, TEXAS

APPROVED:

Joseph Michel

Mario A. Benitez

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CHAPTER I

INTRODUCTION

The topics to be dealt with in this chapter include a description of the problem that is being considered, an account of the limitations of the study, a definition of significant terms, and a statement of the importance of the problem.

The Problem

For the Spanish teacher who is accustomed to spending thirty minutes with her Anglo students on a two line dialog beginning, "Buenos días, Felipe. ¿Qué tal?", teaching Spanish to a class of Mexican Americans may present quite a challenge, as well as many new problems. No longer concerned with teaching Spanish as a foreign language, she now faces a group of students who, in addition to having a very different linguistic background, are members of a subculture which for her, may be strange and unfamiliar. If she is a non-native speaker, she will need to develop a cross cultural type of teaching, to adjust her own behavior to be able to deal effectively with an ethnic and cultural group unlike that to which she is accustomed. Without resorting to stereotypes or superficial generalizations, she must learn to recognize and understand a variety of subculture characteristics and problems in a number of fields, including sociology, psychology, language, and linguistics. In addition to developing an understanding of an unfamiliar racial and ethnic group, the teacher who is in the position of instructing Mexican Americans in

Spanish must also search for and develop materials for use in the classroom since the standard texts designed for the Anglo learning Spanish as a second language are often insufficient or inappropriate for a student who has grown up hearing and speaking the language.

The purpose of this study is to present curriculum considerations for the non-native who is interested in teaching Spanish to the Mexican American on a secondary level. Most of the suggestions regarding classroom approaches and procedures are the product of actual classroom experience, originating with Austin teachers who have Spanish classes composed almost entirely of Mexican Americans and who are generally considered to have met with success rather than with the frustration and failure that can so often result in situations such as theirs. However, the theoretical aspects have not been neglected; much of the rationale for the ideas and innovations experimented with in this study originated with academic educational concepts. Because the interests and linguistic problems of the Mexican American are frequently different from those of his Anglo peer and are often not satisfactorily met by the textbooks adopted by the state, recommendations for and descriptions of supplementary materials are also proposed in this study.

Limitations

It is essential to realize that Mexican American characteristics and problems vary tremendously across the United States: The Mexican American of Tucson will contrast with the Mexican

American of El Paso, who will in turn differ in many ways from the Mexican American of Los Angeles or Santa Fe. Thus, although the recommendations of this study may also be of value in other parts of the Southwest, they are intended principally for Austin since it was there that most of the research was done, based on work with classes composed of Mexican Americans from that city.

The ideas and findings in this paper focus primarily on the secondary school, grades ten through twelve, and are most relevant for the Anglo teacher who is certified and qualified and has had experience with Anglo classes. However, as a non-native speaker, she may face situations and problems that differ greatly from those encountered by a Negro or another Mexican American.

It is important to keep in mind that what is effective with one group may not be with another; each individual class will be different depending on (a) the teacher, her competence and interests; (b) the class members, their inclinations and abilities; (c) the rapport and communication that exist between the teacher and her pupils; and (d) the atmosphere of the school itself. Each factor will have great influence on the learning situation in the classroom, determining to a large extent the approaches and methods the teacher will choose to employ.

Obviously, no study dealing with a topic such as this can present complete solutions; the problems presented here resist any sort of clear answer and certainly cannot be resolved in one master's thesis. However, it is hoped that the following pages will focus on and bring to attention various issues that arise for a teacher in the situation described above. Thus, rather than claiming to offer answers, the purpose of this paper is to propose possible approaches and directions that may be helpful in bringing about an effective type of cross-cultural teaching.

Definition of Terms

The Mexican American referred to in this study can be described in general terms as a person of Mexican ancestry who, like his parents, speaks Spanish with native or near native fluency in the home and whose speech, Spanish and English, contains distinctive dialectal variations. He has not become totally acculturated to Anglo society nor is he bicultural; rather, he is still a participant in his own ethnic group subculture even though Anglo influence may be evident. While the majority of Mexican Americans have Spanish surnames, there are many exceptions to this statement, as in the case of the child who has a Mexican American mother but an Anglo father with a non-Spanish surname. Thus, although he is at least part Mexican American and may exhibit many traits of that culture, this is not reflected by his surname.

In this paper, "curriculum" shall be used in its broadest sense to include such areas as the subjects taught, the content of the course and the manner in which it is presented, the materials used, and pupil and teacher attitudes.

Importance of the Problem

The need to design Spanish courses that are appropriate for the Mexican American studying Spanish as a native language, distinct from those courses planned for the Anglo just beginning to learn the language, can be supported by the statistics regarding the participation of Mexican Americans in Spanish classes. During the school year 1969-1970, there were 2191 students with Spanish surnames enrolled in Austin high schools.[1] Although the equivalent figures are not yet available for 1970-1971, it is reported that there has been no substantial change in this number.[2] However, in 1970-1971, out of the more than two thousand possible, only 187 students with Spanish surnames enrolled in first year Spanish classes, 102 in second year classes, twenty-seven in third year, seven in fourth year, and three in fifth year.[3]

Thus, it is apparent that not only do most Mexican Americans fail to enroll in Spanish classes, but those who do drop out each year at a terrific rate. It would appear that these courses are not attractive to the native speaker due to a variety of reasons, perhaps either because they are not interesting or because they seem to lack relevance and importance. This is unfortunate since it signifies the waste of talents and skills which the Mexican American, who has grown up hearing and speaking two languages, has the potential to develop; he has lost the opportunity to become able to speak, listen, read, and write as an educated native in both cultures.

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[1] U.S. Department of Health, Education, and Welfare; Individual School Campus Report, Elementary and Secondary School Civil Rights Survey, Washington, D.C., due October 15, 1970.

[2] Interview with N.H. Wittner, Office of Instruction, Austin Independent School District, Austin, Texas, March 8, 1971.

[3] Data gather by the Office of Instruction, Austin Independent School District, Austin, Texas, March, 1971.

Statistics such as these emphasize the importance of designing courses especially for the Mexican American, courses which do not bore him with what he already knows but work within his own special problem areas, both linguistic and psychological. These must be planned to attract and maintain the interest of the native speaker, providing him the opportunity to realize his special potential and to become an educated person, functional in both Spanish and English.

CHAPTER II

REVIEW OF RELATED LITERATURE

The somewhat limited material related to the teaching of Spanish to the Mexican American falls into three broad categories: (1) general and specific studies of sociology, psychology, linguistics, and politics as they refer to Mexican American culture, (2) works dedicated entirely to Mexican American education with very little said specifically on the topic of Spanish courses, and (3) works designed to serve as texts or guidelines for teaching Spanish to the Spanish speaking.

In the first category, *A Forgotten American* (1969) by Luís F. Hernández and *Mexican American Youth: Forgotten Youth at the Crossroads* (1966) by Celia A. Heller describe the handicaps of the Mexican American student which result largely from the kind of socialization he receives at home, liabilities which limit his achievement in the classroom. Both authors characterize what they see as a prevalent attitude toward education held by many Mexican Americans with special emphasis on parental expectations and disillusionment. Each also presents a picture of contrasting Mexican American and Anglo American values and orientations such as the former's tendency toward tradition, fatalism, resignation, and strong family ties, and the latter's contrary disposition toward change, achievement, impersonal relations and progress. In addition, Hernández offers "Suggestions to the

Teacher of the Mexican American" which may be valuable for one who has not had the opportunity to develop an in depth understanding of the culture. Even though both the Heller book and the Hernández pamphlet are relatively new, it is important to realize that they attempt to capture a situation the various aspects of which are changing at a rapid rate and therefore they may omit some of the important attitudes and trends that are now emerging, particularly among younger Mexican Americans.

Although Frank Riessman's The Culturally Deprived Child (1962) is not written to apply specifically to any one ethnic or racial group, most of it is particularly appropriate for this study in the case of the Austin high schools which draw their Mexican American population from economically disadvantaged sections of the city. According to their teachers, many students in the classes which were used as the foundation for this study conform substantially to the author's description of the child who has been culturally deprived. Riessman characterizes the learning style of such a student as having a much greater physical and motoric orientation than that of the non-disadvantaged child with special emphasis on aspects that are physical and visual rather than aural, externally oriented rather than introspective, inductive rather than deductive, spatial rather than temporal, and slow, patient, and persevering in areas of importance rather than quick, clever, and facile. Equally valuable are the implications for effective teaching that follow from the author's depiction of the deprived's learning style. A partial list of these appears in his description of general characteristics and behavior patterns that seem to be desirable in such situations with regard to the areas of discipline, increased motivation, and classroom techniques. Although the works described above refer to the Mexican American in general and not specifically to the teaching of Spanish, they are useful in that they furnish a general background for the problems faced in the classroom.

In the second category comprised of works dealing principally with the education of the Mexican American, Thomas P. Carter, in Mexican Americans in School: A History of Educational Neglect (1970), makes observations in many of the same areas as Heller and Hernández. He presents an explanation of why the Mexican American child is often a poor achiever and may withdraw mentally, beginning usually in the intermediate grades. Carter also includes a general description of parents' attitudes and expectations, especially their lack of understanding of and participation in their children's school.

In his Mexican Americans: A Handbook for Educators (1969), Jack D. Forbes, in addition to some vague but beautiful ideals and objectives, offers a number of real, practical, achievable suggestions regarding communicating with parents, developing the Mexican dimensions of courses, and sharing skills with peers. In particular, he stresses the need to give Mexican American students the opportunity to learn about the best of the Mexican heritage, thus better enabling them to make sound judgments regarding the two cultures.

In addition to demographic data and a historical sketch in the appendix entitled "Spanish-Speakers in the United States:

Mexican Americans, Puerto Ricans, and Cubans" in Andersson and Boyer's Bilingual Schooling in the United States, volume two, there is an attempt to account for possible sources of educational failure in the case of Mexican Americans. These are broken down into six broad areas of difficulty: (1) spatial separateness, especially in the case of barrios and migrant workers, (2) stereotypes and discrimination, both on the part of Mexican Americans and Anglos, (3) cultural differences, including value orientations, (4) language difference and the school experience, (5) slow rate of acculturation, and (6) the culture of poverty, traits common to all groups with similarly low levels of economic and social environment. The author of the appendix admits that she has purposefully ignored the advancement made in past years in an attempt to reinforce the knowledge that the problem exists, that the numbers involved are many, and that up until now education for this group has been "almost 100 per cent unsuccessful."

A very interesting and fairly comprehensive treatment of the literature dealing with the causes of the Mexican American's problems in a predominantly Anglo society may be found in Nick C. Vaca's article "The Mexican American in the Social Sciences" (El Grito, fall, 1970). He structures his presentation around three contrasting explanations of why the Mexican American often performs poorly on intelligence tests and in most aspects of his academic career. Vaca contends that the once dominant "biological determinist theory," which claimed that low achievement and differences between the performance in school of the Mexican

American and the Anglo were due to actual biological and physiological differences, has been discarded and replaced by the concepts of cultural determinism and structural-environmental determinism. As Vaca explains them, the first holds that Mexican American culture is composed of values that are detrimental to the Mexican American child and that may be viewed as the main causal force responsible for the low intelligence scores and the poor educational level of Mexican Americans while the latter perspective looks to the flaws of society rather than to the cultural flaws of the Mexican American, postulating that the causes of the social problems of the Mexican American could be directly traced to the door of the economic and social structure of American society. Structural-environmental determinism seeks an explanation for the difference in academic performance by calling for a re-examination of the nature of intelligence tests administered to Mexican American school children, by bringing attention to the environmental influences on the Mexican American child that could cause his educational retardation and influence his I.Q. scores, and by recommending a review of the educational policies toward the education of the Mexican American child.

By means of his account of these three theories, Vaca provides a description and review, albeit somewhat biased, of many of the most notable works dealing with the Mexican American and his education. For example, strong cases for the structural-environmental point of view are to be found in such classics as George I. Sánchez's Forgotten People (1940), H.T. Manuel's Spanish-Speaking Children of the Southwest, (1965), Ruth Tuck's Not With the Fist (1946), and Pauline Kibbe's Latin Americans in Texas (1946). Vaca, obviously belonging to this school of thought, reports that during the 1950's, "structural-environmentalism was covered by the rising shadows of cultural determinism," the latter being represented by such works as those by Heller, Hernández, and Carter described above, as well as Florence Kluckhohn and Fred Strodtbeck's Variations in Value Orientations (1961), Carey McWilliams' North From Mexico (1949), and William Madsen's The Mexican-Americans of South Texas (1964). Vaca describes cultural determinism as the "reigning paradigm for the analysis of the Mexican American in regard to intelligence tests and academic achievement" but contends that his viewpoint, structural-environmental determinism, is not yet "on its own flaming pyre."

In the category of texts and guidelines for use in teaching Spanish to Spanish speakers, again there is a limited amount of material;it should be stressed that very few of the existing works have really concerned themselves with the problem and have dealt with it only peripherally. In 1952, the first edition of Paulline Baker's Español para los hispanos appeared, a book which, in spite of its shortcomings, was one of the first serious attempts to provide materials designed specifically for teaching Spanish to the Spanish speaker. In view of the fact that until this time, teachers had had no choice but to use textbooks intended for the English speaker learning Spanish as a second language or to develop their own materials, Español para los hispanos was a much needed and appreciated contribution.

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Its author describes it as an auxiliary text, not to teach Spanish-speaking students what they already know or what they may study in another book but to help them correct their common errors in speaking and writing and to aid in enriching their vocabulary. Her chapters deal with such topics as "Ortografía y pronunciación," "Puntuación," "Barbarismos," "Faltas Gramaticales," "Correspondencia," y "Organización de un club."

Español para alumnos hispanohablantes, niveles I y II de secundaria (1970), prepared by the Texas Education Agency, is probably the most comprehensive guide to secondary schools for the development of Spanish programs for the Spanish speaker and certainly is, to date, the one most applicable to teaching in Austin. The section intended for administrators is valuable in that it describes the unique problems of the Mexican American, the assets and limitations which he brings to a formal study of standard Spanish, and thus helps to justify the existence of specialized classes. It also offers recommendations regarding selection of teachers, grade placement of levels, and objectives.

The main body of the work, directed to the supervisor and the teacher, provides specific guidelines concerning teaching techniques, methods and approaches, objectives, materials, and equipment. In addition, six sample teaching units, three for each level, are provided which, besides being used as they are, may serve as models for other lessons the teacher may wish to develop. The appendices furnish useful information on Hispanic culture, the Spanish phonological system, pronunciation exercises, and a bibliography of related materials.

Until the Texas Education Agency's development of Español para alumnos hispanohablantes, there was no serious systematic investigation and treatment of teaching Spanish to the Mexican American, as far as this author has been able to determine. (This deficiency can partially be explained by the fact that there has not existed a great awareness of bilingualism or the special circumstances it brings about, a condition that has hampered the development of much needed investigations and texts.) However, even the TEA manual could be more complete in that, as the works before it, it fails to comment or express a viewpoint on several significant issues such as which of the two should be stressed, Mexican Spanish or peninsular Spanish,[1] and whether the type of literature that is taught to the student should be Mexican, Mexican American, or peninsular. A discussion of desirable sorts of literature for use in the classroom will be found in Chapter V which deals with "Textbooks and Other Materials."

Español para el bilingüe (1971) by Marie Esman Barker is probably the most thorough and complete text to date designed for teaching Spanish to the Mexican American. Instead of the six sample units found in Español para alumnos hispanohablantes, Barker's book contains twenty-one fully developed chapters, complete with reading selections and questions, grammar explanations and exercises, pronunciation drills, and suggested activities. However, since the latter was designed specifically as a student textbook rather than a guideline for the teacher, it lacks some of the explicit, introductory recommendations found in the TEA manual regarding such topics as dialects and the notion of correctness, objectives, equipment, and methodology and procedures.

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[1] The book does recommend that "el profesor debe concentrarse en familiarizar al alumno con un dialecto universal sin menospreciar su dialecto materno," (p. 13).

In addition to the linguistic aspects of her material, Barker gives careful attention to psychological and social considerations as she attempts to overcome some of the negative associations that the Mexican American may have concerning the Spanish language. For instance, the introduction to a reading selection includes the passage

> The student who learned Spanish in his home and English in school, or perhaps in part from relatives and playmates, possesses a great linguistic gift. He speaks with a fluency and understands with a readiness which years of "foreign language" study can scarcely impart. The Hispano has a firm foundation of aural comprehension and expression in both languages which the Anglo student struggles hard to achieve. The Hispano, however, is confronted with his own problems. . . (p. 13)

She also attempts to build the Mexican American's pride in the Spanish language by including a selection demonstrating the hundreds of words that have been borrowed by English speakers from Spanish.

Español para el bilingüe contains an excellent variety of materials and activities. In contrast to the TEA manual's somewhat prosaic and traditional units of "Vamos a México," "En la plaza de toros," and "Una Conversación después de la clase," Barker chooses topics which would seem more relevant and intriguing to the students. These include a selection "¿Qué es un pocho?", fascinating short stories by well-known writers such as Armando Palacio Valdés's "El Crimen en la Calle de la Perseguida," mathematical terminology and problems in Spanish, and modern technological selections concerning space explorations and "El Computador electrónico," as well as many others.

Español para el bilingüe appears to be good for use in the high school in that its subject matter is appropriate for students of that age and does not bog down in material whose content is too elementary or fit for eight year-olds such as dialogs between "el profesor" and "el alumno" as do many of the texts which are most commonly used, those designed for the English speaker learning Spanish. However, it seems doubtful that the reading selections, even those in the first chapters, could be used in a beginning class of native speakers who have had little or no previous training in written Spanish and are accustomed only to the spoken language.

Although the New York City Board of Education's Spanish for Spanish-Speaking Students (1970) is intended primarily for the Puerto Rican in New York and thus contains much material that is not applicable to the Mexican American in Austin, nevertheless it is valuable in that it offers a fairly complete treatment of its subject with suggestions pertaining to everything from the use of audio-visual equipment to psychological considerations involved in dealing with the student. In this wealth of information are to be found various specific recommendations that are useful regardless of location.

Thus, it can be seen that the literature available that pertains to teaching Spanish to the Mexican American in Austin is usually either of the nature of a sociological, linguistic, or psychological study, an examination of educational conditions and circumstances with little that pertains specifically to language or the bilingual problem, or texts and guidelines that are the most directly related of the three sorts but fail to express a viewpoint on many important issues such as how to deal with the bilingual and the kind of language and literature that should be taught.

CHAPTER III

BACKGROUND

The kind of socialization that Mexican American children generally receive at home frequently is not conducive to the development of the capacities needed for achievement at school since upbringing of this nature often creates cultural interference in the form of obstacles to success in the classroom by stressing values that hinder what is considered accomplishment by Anglo standards and by neglecting those values which advance it. In addition to sources of cultural interference within the home, there are others produced by school and by society at large which contribute to and compound scholastic difficulties. Thus, there exist a number of psychological and social problems hindering the Mexican American's achievement in the classroom, several of which are particularly unfavorable in the case of teaching Spanish.

Teachers must become aware of Mexican American culture characteristics; the world view, value orientations, family relationships, and the roles of the group all have an important effect on student behavior. However, there exist major problems that discourage the teaching of any set list of distinctive traits. One such difficulty arises from the fact that there is available a wealth of subjective information but little objective material. Another is that no static or monolithic Mexican American culture exists; there is instead a developing and extremely diverse culture which would be impossible to capture in an inventory or description of ethnic qualities. In addition, such a list of characteristics might mesh too perfectly with the almost universal Anglo stereotype of "Mexicans" in general. To teach these perhaps would appear to lend a certain degree of scientific validation to currently held but unsound generalizations. It also seems doubtful that descriptive statements foster the in depth awareness of cultural diversities that teachers must acquire. Rather, too detailed but superficial descriptions of cultural characteristics of Anglo-Mexican American differences probably discourage any thorough understanding. For example, if teachers are instructed that Hispanic families teach their sons to be macho, this one trait, valid or not, might be used to explain or interpret widely diverse male behavior, resulting in a treatment of culture that is entirely too simplistic.[1] Thus, in this chapter there will be no set list of cultural characteristics but a description of several trends and tendencies that appear to varying degrees in these students.

Although no broad generalizations can be made, the teacher must be aware that the attitude of the Mexican American, both child and parent, toward education may differ tremendously from that of the Anglo. For the former, in addition to the promise of higher wages, schooling may offer a way out from a future of low status such as his parents had. Because the Mexican American youngster often has this expectation, he believes

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[1] Thomas P. Carter, "Preparing Teachers for Mexican American Children," ERIC ED 025 367, 1969.

that the effects of an education will be immediately perceptible; he desires and anticipates rapid results. When the fruits of his scholastic endeavor materialize too slowly, he becomes impatient, frustrated, and tends either to consider school valueless or to blame himself for the lack of success, a commonplace reaction among disadvantaged groups.[2]

As for the parents of these students, they have a great tendency to expect more from the school than the school may be capable of doing. They often have no real understanding of the process of education, feeling that learning takes place by a sort of magic. They find it difficult to understand why their child "hasn't learned anything--he can't do anything--he can't earn a living yet and he's been in school ten years."[3] In Thomas P. Carter's investigation, interview of school personnel revealed that although Mexican Americans think of education positively and have high educational goals for their children, many Mexican American parents are quite unrealistic about these aims and are uninformed about the number of years and the nature of the schooling required to reach given aspirations.[4] When they become disenchanted with the formal educational process, they again resort to a practical approach to problems based on their personal experience and resist the theoretical, conceptual or academic approach taught in the schools.

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[2] Luís F. Hernández, A Forgotten American (New York: Anti-Defamation League, 1969), p. 23.

[3] Ibid., p. 22.

[4] Thomas P. Carter, Mexican Americans in School: A History of Educational Neglect (New York: College Entrance Exmaination Board, 1970), p. 35.

There arise other problems which adversely affect the Mexican American's attitude toward education. Although schooling may be important to the parent because through experience he understands that his social position is determined to a large degree by that type of education essential to upward social mobility and he rarely desires that his offspring follow in his footsteps, he is often confused and unable to communicate these feelings or attitudes. He wants to support the school but is incapable of doing so because to him that institution is a foreign world, an Anglo world. Because of his inability to communicate, he finds himself many times in conflict with the school and its staff. The feelings that accompany such clashes are then transmitted to the children and produce a situation in which the student finds himself in the middle of a contest between two authorities, a condition not likely to create a highly favorable attitude toward the school nor extremely motivated learning behavior.[5]

Although both parents and children may aspire after education in an abstract sense, in practice several serious conflicts arise with more tangible and seemingly more pragmatic activities. In assigning his priorities, the Mexican American usually rates schooling extremely low relative to home and family needs. For example, a mother might think it much more important and worthwhile that her daughter babysit with younger brothers and sisters or accompany her grandmother to a health clinic than that she be present at school. Family responsibilities are usually considered much more essential than regular class attendance. The importance of school is also decreased due to economic affairs; Mexican American students frequently miss school or arrive so exhausted that they can accomplish little, the result of jobs they have taken on to help support the family or to earn extra spending money. Often, boys stay in school only until they are legally old enough to drop out and begin assuming substantial economic responsibilities, an undertaking which is considered significant in Mexican American culture but which has the effect of undermining the importance of any academic endeavor. Thus, while Mexican American parents and students may value education highly on an abstract level, many factors usually converge to frustrate and weaken intentions and aspirations.

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[5] Hernández, p. 26.

Another feature of the socialization that the Mexican American student receives both within and outside of the home that seriously interfereswith his achievement in school involves the negative self-concept which has often been developed in him and in other members of his ethnic group. It has frequently been the case that he becomes more and more frustrated and helpless with the passing of time because of what he finds or imagines to be his "true image" which he nearly always views from a negative perspective. Sometimes, after becoming convinced, with good cause, that this critical stereotype of the Mexican American is widespread, he mistakenly tends to attribute it to everyone and comes to believe that no one sees any value or merit in the Mexican American and his accomplishments. His racial group culture is considered void, deprecative, and sometimes worthless. His reality already has been stereotyped negatively by the existing dominant society, and he has been conditioned to believe and accept in every conceivable way that his culture and language are valueless. He inevitably must begin to suspect that he himself is no good. How can he succeed? And, if it is impossible for him to succeed, why try? This pessimistic view of life may have begun early in his childhood for he was most likely indoctrinated to failure and subjected to discrimination during the first years of his schooling, and each passing year only served to reinforce his feelings of failure and frustration.[6]

Schools themselves may have been particularly instrumental in creating this unfavorable self-concept. Mexican American author Julian Nava contends that

> One might rightly claim that most Mexican American children have been irreparably damaged by public education in the Southwest. The conditions, curricula, and educator's attitudes imposed a negative self-image on the children, starting in the early grades. By acts of commission and omission, Mexican American children were taught that they represented a conquered people and an inferior culture. Furthermore, the trend established after 1848 was to expect less from Mexican American children than from others. Thus, many educators misdirected their efforts and their concern for Mexican American children by trying to help them adjust to the reality (i.e. the prejudice and discrimination they would encounter as adults) rather than by teaching them to fight it.[7]

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[6] Joseph Stocker, "Help for Spanish-Speaking Youngsters," American Education, III, 5 (May, 1967), p. 17.

[7] Julian Nava, Mexican Americans: A Brief Look at Their History (New York: Anti-Defamation League, 1969), p. 31.

Often the Mexican American student encounters teachers who, though sympathetic and sincere, have little understanding of the Spanish speaking people, their customs, beliefs, and sensitivities. He is given an intelligence test in which language and cultural and socio-economic background are depressing factors. He may have fully as much intellectual potential as his Anglo-American classmates, but his scores on the test show him to be a "low achiever." He tends to become categorized thus in the eyes of the adults whose lives influence his. Teachers, administrators, and even parents expect little of him and he usually measures up to their expectations.[8]

Thomas Carter presents a view of the Mexican American's self-image which is exactly counter to the one more commonly held that has been described above.[9] He reports that these minority group members appear to judge by the norms of their own peers rather than by Anglo norms, seemingly rejecting the opinion of the Anglo society and the Anglo school that they may be lazy, unambitious, not very intelligent, and so forth. Carter suggests that the supposed negative self-image may be the Anglo's own stereotype projected onto him rather than his view of himself.

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[8] National Education Association, The Invisible Minority, Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking (Washington, D.C.: 1966), p. 10.

[9] Thomas Carter, "The Negative Self-Concept of Mexican-American Students," School and Society, 96, 2306 (March 30, 1968), pp. 217-219.

For many of those who subscribe to the first point of view, this negative self-image is in the process of undergoing rapid alteration among many students. One high school teacher characterized the change as one of a more positive attitude and increased political involvement and awareness, represented by such slogans as "La Nueva Raza" and "Chicanos Can."[10] She believes that there has been a tangible change in attitude, sense of accomplishment, amount of ambition, and personal development. However, although many of the brighter students are aware of the changing conditions for opportunity and of a difference in the way they may view themselves and other members of their ethnic group, this same teacher sees many other Mexican Americans as being "lethargic" and "stagnant," non-doers who are "hated, despised, and loathed" by those who are becoming more active politically and socially.[11]

Another teacher who has been working with Mexican American teenagers for eight years agrees that there is a changing self-image, that the Mexican American "now feels he has a place in the world, something to be proud of."[12] She reports that they are reading newspapers and becoming much more aware of such controversial issues as pollution and the war in Vietnam. She also contends that with this relatively new interest in and preoccupation with current affairs, often they almost completely lose interest in school since they feel it is not relevant to that which concerns them. She presents the view that since by the time they are in high school education holds no abstract attraction for most Mexican American students, they are interested in schooling, including such aspects as grades and graduation or the lack thereof only when it presents a barrier that affects them in some concrete, tangible, and pragmatic manner. For example, even though a person may not have been interested enough to remember three years later whether he had passed a certain course in high school, he may suddenly become concerned if a failing grade received several years before prevents him from qualifying for a job or a raise that is now important to him.

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[10] Interview with Betty Oyervides, Johnston High School, Austin, Texas, February 24, 1971.

[11] Ibid.

[12] Interview with Marie Scalzo, Pan American Recreation Center, Austin, Texas, March 5, 1971.

Therefore, it can be seen that several of the factors mentioned above, particularly the negative self-concept, may have important implications with respect to the way Mexican Americans feel about the Spanish language and heritage. If they grow up feeling they are members of an inferior culture and that the language they speak is no good, they will lack pride in and possess extremely negative associations toward that which is Spanish or Mexican, a reaction which presents rather disheartening implications for the Spanish teacher. Further discussion of psychological and motivational considerations, including a description of general attitudes of the Mexican American toward the Spanish class and possible courses of action for the teacher, will be found in Chapter IV.

Thus, partially as the result of the socialization the Mexican American youngster receives at home, at school, and from society in general, several social and psychological problems exist that have serious negative implications for his behavior in the classroom and should exert a great deal of influence on the manner in which a teacher chooses to conduct her course.

CHAPTER IV

CLASSROOM APPROACHES AND PROCEDURES

The first part of this chapter deals with procedural problems concerning the management of daily classroom activities. The second section involves deeper psychological and motivational considerations which are also of importance in teaching Mexican merican students.

Procedural Considerations

As has been previously stated, teaching Spanish to Mexican Americans may demand from the teacher a set of approaches and procedures quite different from those she has used with classes of Anglo Americans who are just beginning to learn the language. The background of the two groups may differ radically since the native speaking Mexican American may already be fluent in his own local dialect of Spanish. Even though he may not speak what is considered standard Spanish, and though he may have a somewhat limited vocabulary in that language and may even resort to mixing it with English, he already has a linguistic resource in his proficiency in the skills of understanding and speaking when he begins his formal study of the language. Thus, unlike the non-native speaker, he does not require emphasis on these two skills. His linguistic problems, nonstandard vocabulary, mixing Spanish and English, intonation, and pronunciation[1] are of a different nature and require special treatment.

Questionnaire

A questionnaire or test similar to the sample contained in the appendix of this paper, basically designed around the differences between standard Spanish and local dialects spoken in the Austin area, could be useful in a number of ways. First, it could serve as a criterion for the selection of students in special classes of Spanish speakers. It is possible that even though a student is Mexican American, his parents and friends may not speak Spanish so that he has very little knowledge of any dialect of the language and does not qualify as a native speaker. It may also be useful to evaluate the students' language in contrast with standard Spanish, to use the test as a diagnostic tool to determine the linguistic areas in which much attention is required. This aspect is also important on a school-to-school basis; administration of the sample test on a very limited scale has indicated that even though both schools are in the same city, there exist differences between the students at Stephen F. Austin High School and those at A.S. Johnston High School with regard to their total amount of usage of Spanish, the degree to which they employ Spanish rather than resorting to English. For example, in the part of the written section in which students were asked to supply Spanish equivalents for English terms such as _factory_, _army_, and _we are_, percentagewise students at Johnston furnished answers more often than did those at Austin, many of whom were prone to leave spaces blank or less frequently to supply a form borrowed from English such as "factoria" (_sic_) for _factory_, "tickat" (_sic_) for _ticket_, and "comicos" (_sic_) for _comic strips_. Thus, the contrast between schools lies more in the degree to which Spanish is used in proportion to borrowings from English or to the inability to supply any term in Spanish, not in the quality of the Spanish spoken and written, nor in its conformity to a standard dialect of the language. If the test were to be refined and expanded with explanations and findings, it could also serve to familiarize a teacher or administrator who has had little experience with anything other than standard Spanish with the features of local dialects, both pronunciation and lexical differences. As the course progresses during the year, the test and its results could also serve as a springboard for a discussion of the nature of dialects, their features and how they originated historically.

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[1] Texas Education Agency, Español para alumnos hispanohablantes, niveles I y II de secundaria (Austin: Texas Education Agency, 1970), p. 4.

Although some works such as _Español para alumnos hispanohablantes_ recommend as one criterion for the selection of students the administration of the speaking and listening portions of a standardized test such as the MLA Cooperative Foreign Language Tests or the Pimsleur Spanish Proficiency Tests, these seem inadequate or inappropriate for evaluating the Mexican American's use of Spanish since they are designed primarily to

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measure how well English speakers have mastered a classroom type of Spanish. They do not take into consideration the fact that those being tested already speak a dialect which, though it may differ substantially from standard Spanish, is in itself a legitimate and adequate means of expression. Thus, a test of the nature suggested here would seem to be more useful in that it applies specifically to the problems of the native speaker who has little formal training in Spanish and who may speak a nonstandard dialect. Therefore, in this particular case, perhaps the type of questionnaire proposed in the appendix would be more valuable than one that is designed to determine how well an English speaker has mastered his first few years of foreign language study.

The sample test included here contains two main sections; one is administered orally to test listening and speaking skills and one is entirely written, designed to measure proficiency in reading and writing. In the first, the area in which the student may perform the best since he is likely to have spoken and heard Spanish without ever having read or written it, all questions are read orally and are answered by circling a letter, underlining a word, or recording a one- or two-word response on tape. In order to prevent the student from being frightened or intimidated in the event that he has never seen Spanish on paper, no reading or writing is required on his part. The last part of the oral section consists of three humorous anecdotes which the student hears and then responds to by recording his answers to several short questions on tape. It is hoped that he will be more inclined to make an effort to understand these, since they are amusing, than he would with a passage of a dry, more factual nature. These particular examples were taken from Leer, Hablar, y Escribir,[2] but any similar passages could be used.

Since very often the Mexican American is familiar only with spoken Spanish, it is likely that in the written section extremely unsatisfactory results will be obtained, illustrating nothing about the student's dialect, except that he has had limited experience in reading and writing Spanish. The first two parts in which the student underlines the correct word are based mainly on spelling variations such as medecina/midecina/medicina and lluvia/luvia/yuvia. In the next two, he is asked to fill in the words he uses or the standard Spanish for English terms such as bacon and we are, illustrating various lexical differences between the dialect he speaks and one that is more universally understood. Finally, there are three short passages, one that is of a persuasive nature, an advertisement for a Volvo, one that is a humorous anecdote, and one of a more scientific nature, a description of a Chilean earthquake. After each selection there are several short questions to which the student responds by writing his answer in sentence form, thus demonstrating his reading, writing, and spelling skills.

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[2] Elizabeth Keesee, Gregory G. LaGrone, and Patricia O'Connor, Leer, Hablar, y Escribir (New York: Holt, Rinehart, and Winston, 1963).

For the most accurate results, it may be advisable to give a short sample test in advance of the actual examination to familiarize the student with the types of questions and the methods of answering them,especially with regard to the use of the tape recorder. Otherwise, if he is confused about these matters when being examined, it will be his test-taking ability and experience that are being measured, rather than his deviation from the standard dialect or his ability to speak, read, and write Spanish.

Much of the material for this particular sample test was obtained from a thesis, "Study of the Oral Spanish Vocabulary of Ten High-School Mexican-American Students in Austin, Texas,"[3] in addition to valuable suggestions made by the teachers involved with this project. Many of the students who took this test when it was administered on a limited scale responded with answers similar to those given by the subjects of the Elías-Olivares study. For instance, both produced many examples of regionalisms, words and expressions of local usage in the Spanish of the Southwest such as acero (oven), calar (to try, to taste), como quiera (anyway), jamón (bacon), el pueblo (downtown), ropa de abajo (underwear), and vistas (movies).[4]

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[3] Lucía Elías-Olivares, "Study of the Oral Spanish Vocabulary of Ten High-School Mexican-American Students in Austin, Texas" (unpublished Master's thesis, University of Texas, Austin, Texas, 1970).

[4] Ibid., p. 86.

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Also common were obsolete words, those used in old Spanish but no longer in current usage in modern Spanish, although many are also still found in rural areas of other Spanish speaking countries. Examples of such words and phrases are antonces (then), en veces (at times), medecina (medicine), semos (we are), trujimos (we bring) and vide (I saw).[5] Both studies also resulted in a number of loanwords, the consequence of the borrower's adopting the donor's word along with the object or practice; the new word is then a loanword in the borrower's speech. The transferred word is usually of such form as to resemble phonemically a potential or actual word in the recipient language.[6] Examples of such words which were produced in both studies are troca (truck), drinque (drink), cloche (clutch), bloque (city block), bos (bus), escrín (ice cream), and marqueta (market). In the case of loanshifts, the borrower may not accept the donor's word along with the object or practice but may instead somehow adopt the material in his own language.[7] Accordingly, students often responded with manejador instead of gerente for manager, mechas rather than fósforos to mean matches and oficiales rather than directiva to mean officers of a club.

Thus, it is proposed that a test or questionnaire of the sort proposed in the appendix may be used in the selection of students for a class of native speakers, as a diagnostic tool to determine the special linguistic problems of the Mexican

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[5] Ibid., p. 88.

[6] Ibid., p. 96.

[7] Ibid., p. 98.

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American student, and as means to learn more about the particular dialect which class members speak.

Another questionnaire designed to explore the background, interests, and experiences of the students may be useful. Although it is unlikely that it will produce many surprises, especially for the teacher who has had previous experience with Mexican American students, the results may be used as a basis for planning the curriculum so as to include more areas that are of interest to class members, for furnishing topics for discussions in which students will want to participate, and for learning more about the pupils themselves. For example, if answers to a question reveal that in their travels to Mexico, several students had been fascinated with the Museum of Anthropology in Mexico City, the teacher may want to plan a unit of study dealing with the various civilizations that have existed in that country.

Since this questionnaire is to be given at the beginning of the course, it is advisable that once again, reading and writing be avoided and that the questions be read aloud and the student respond by recording his answers on tape. Since in this case, interest lies not in his use of Spanish but in the actual content of his replies, he may speak in English if he is unwilling to use Spanish, although the latter is preferable.

Student Reluctance to Speak Spanish

In her efforts to teach Spanish to Mexican Americans, perhaps the first real obstacle the teacher encounters will be her students' reluctance to speak the target language even

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though they may already have developed a proficiency in understanding and speaking it. This can be accounted for in a number of ways. First, all their lives they have been conditioned to use English and in some cases they have even lived in areas where they could be punished for speaking Spanish at school. Due to these rules and a variety of other causes including the assortment of negative associations they probably possess concerning Spanish, they have come to feel that it is looked upon as an inferior language. Not only that, they associate school with the English tongue since most likely their entire formal education has been in that language, thus making it difficult for them to adjust to the idea that they are finally allowed to speak Spanish in the classroom.

Another reason for their initial reluctance to speak Spanish may be their feeling that they do not know anything in "educated Spanish," so they are quiet in order to avoid revealing what they think is an inferior brand of the language. This is in contrast to the student who feels that he "already knows Spanish" and will make a good grade, so he is not the least bit hesitant to talk.

There exist a variety of approaches to this problem which has no quick, simple solution. The following has been suggested by an Anglo teacher whose classes are composed almost entirely of Mexican Americans.[8] She recommends first attempting to overcome the students' feeling that Spanish is an inferior language by debunking some of the myths with which they may have been raised; she denies the concept that there is one "main language" and that all others are foreign, as the students may have come to believe regarding English in relationship to other languages. Neither is Spanish a "backwards" language as has often been charged by those with no knowledge of linguistics who have gotten that impression due to structural differences which cause "white house," when translated into Spanish to become "house white" ("casa blanca"). To counter such negative associations, it is advisable to work at building an image of Spanish as a beautiful language that is in no way inferior to English.

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[8] Interview with Mrs. Audrey Williams, Martin Junior High School, Austin, Texas, March 11, 1971.

She reports that problems also arise due to the fact that she is an Anglo who is "trying to teach them their own language." To counter this, she stresses the fact that she really liked Spanish and that she has studied and worked hard at learning it for a number of years. At the same time she tries to encourage them by saying they have done well for the amount of time they have spent studying Spanish.[9] Mrs. Williams also observes that the Anglo teacher needs to be on guard against appearing to flaunt her apparent superiority in the language. A preferable attitude would be to encourage students by telling them that they can still provide the teacher with a lot of information about Spanish which she does not know. Mrs. Williams has made this idea more credible by having her class compile a dictionary of "pachuco" terms. As an overall approach, she stresses patience and constant encouragement of the students. Further suggestions that apply to overcoming students' reluctance to speak Spanish will be found later in this chapter under a discussion of motivation and procedures to convince students of the pragmatic value of learning the language.

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[9] It should be noted that while apparently this has been a successful approach, its use has been with junior high classes and that perhaps it would not work as well with older students.

Amount of Spanish Used in the Classroom

There exist a variety of theories regarding the amount of English that should be employed in the Spanish classroom. One school of thought, strongly advocated in Español para alumnos hispanohablantes advises "En lo que concierne a la metodología, la recomendación básica es EL USO DEL ESPAÑOL."[10] They recommend that all activities, both instruction and communication, be in Spanish so that the target language is not maintained in the artificial situation of the exercises. They cite as justifications the following reasons: (a) the student already understands and speaks Spanish, (b) although new forms are learned from the exercises, they can only be mastered through using them and hearing them in communication, and (c) the student will feel obligated to express himself without using English or forms of Spanish that are not universally accepted. The TEA manual thus advocates that from the beginning there be established a firm rule calling for the use of Spanish only in the Spanish class for native speakers.[11]

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[10] Texas Education Agency, p. 15.

[11] Ibid., pp. 15-16.

A second theory, perhaps a bit less ideal and more pragmatic, has been expressed by several classroom teachers who say that sometimes, for various reasons, it is advisable to use a limited amount of English. In this school of thought, saturation Spanish is recommended if the students are comprehending and if the teacher is sufficiently fluent to be able always to express herself in Spanish. However, on a more practical level, they contend that there are times that some English must be used in order for all instructions, assignments, and explanations to be clearly understood. It may be the case that students are so accustomed to receiving all directions in English that they will resist switching to Spanish.[12] Some advocates of this view argue that a total use of the target language is not as efficient and is more time-consuming than a limited use of English.

According to the third and least conventional theory, total saturation Spanish is ridiculous for a native speaker, a sort of "coals to Newcastle" perspective. This is applied particularly to schools composed almost entirely of Mexican Americans who have grown up speaking Spanish at home and therefore exhibit some weakness in their use of Spanish. Its advocate contends that her students need a good English model as much as they need a Spanish model, and stressing the need for reality in the classroom, she argues that a total use of the target language creates an artificial situation, much as giving a Spanish nickname to every student might be.[13]

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[12] Interview with Mrs. Glen Mellenbruch, Stephen F. Austin High School, Austin, Texas, March 8, 1971.

[13] Interview with Betty Oyervides, Johnston High School, Austin, Texas, February 1, 1971.

It is this author's opinion that of the three described, the second theory advocating the use of as much Spanish as possible but permitting a limited amount of English in certain situations is the best choice in the case of teaching Spanish to native speakers. Although the Texas Education Agency's support of a total, exclusive use of Spanish in all class activities is beautiful from a theoretical perspective, such a practice may be extremely inefficient and waste precious, limited moments of class time. For instance, it may require many minutes of long, tedious, circumlocutory description in Spanish to make clear the meaning of one Spanish word when a simple one- or two-word explanation or translation in English would have accomplished the same goal. Often the teacher simply does not have time to give a great deal of attention to a point that may not even be an important aspect of the day's lesson while she really needs to continue on to more key, significant problems. Thus, for the sake of efficiency, it should be permissible to use one language to help a student learn a second.

Treatment of Nonstandard Spanish

Another important topic for the teacher concerns the treatment of students' nonstandard dialect--how should she react toward their speech if it does not coincide with that which is accepted universally by Spanish speakers? Español para alumnos hispanohablantes stresses that the professor should concentrate on familiarizing the student with a universal Spanish dialect without belittling his maternal one, that he will have maximum success in the classroom by adopting the attitude that the language of the student is correct within the limits of his culture, thus inculcating in him a sense of pride in his tongue and his heritage. The TEA manual recommends that he focus his pedagogical activities on the teaching of another dialect, not with the purpose of "correcting" the regionalisms of the students, but with the aim of teaching him to understand a dialect that is universally accepted. Thus, he can prepare the student to express himself in oral and written forms that are acceptable to educated people in any Spanish speaking country.[14]

One teacher contends that it is impossible to ever eradicate a problem,[15] that the best an instructor can hope for is to cause students to be aware of the contrasts between their dialect and one that is more universally accepted.[16] She recommends that all corrections in the form of explanations, discussions, and examples be done with a sense of curiosity in the spirit of "Did you know that the reason that here in Texas we say. . .?" rather than "It's wrong to say it that way." She advises that one of the greatest indications of success is one student's correcting another's mistake, thus demonstrating an awareness of the particular problem.

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[14] Texas Education Agency, p. 13.

[15] After almost two years of formal Spanish study, eight out of nineteen students at one high school taking the sample questionnaire to determine listening, reading, writing and spelling levels translated "we are" as "semos."

[16] Oyervides, March 10, 1971.

She reports that for her, a successful approach for emphasizing the importance of standard Spanish has often included a short lecture to students that stresses the following ideas. "I know you speak Spanish and soon you'll know that I speak Spanish, so that's no problem. It's a waste of my time and your time to go over what you already know. The Spanish that is spoken here is a regional dialect. There is a standard language in Spanish, just as there is in English, spoken among educated, cultured people who read and write. This is what I want you to be, able to read and write good English and Spanish."[17] If students ask, "Can't we also say '¿Cómo se va?' instead of '¿Qué tal?'" she responds, "Surely, but you already knew that. I want to teach you something new." Often if they ask why they need to learn a certain word or construction she answers that someday it is likely that they will travel to Mexico since Austin is not far from the border. She describes a situation in which they are in a town and would like to know where to buy fruit and curios, but succeed only in receiving uncomprehending stares when they ask where the "marqueta" is. She advises that they will save time and have a much more enjoyable trip if they know the universally-understood Spanish words so that they can be understood and can communicate their needs and ideas. She reports that on a test she can correct an answer that is a local construction, one that is not standard and that students will accept this since they realize the response that was given was not the one learned in class. Therefore they recognize the dichotomy between classroom Spanish and local or regional Spanish.

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[17] Oyervides, February 22, 1971.

Thus, in dealing with students' nonstandard Spanish, it is often helpful to stress that such expressions or constructions are (a) signs of lower social class rather than indicative of an educated person, (b) "teen-age slang," not to be used in formal speech, or (c) regional or local, not universally understood. Students should realize that, as also occurs in English, there exist various styles and levels of speech, appropriate for different environments and circumstances and that the purpose of their taking Spanish is to learn a more standard dialect of the language, analogous to an educated dialect of English, so that they may function as an educated person in either culture.

Methodologies

As is true in many cases, he who is interested in teaching Spanish to native speakers will probably achieve the best results, not by adhering rigidly to the tenets and practices of one methodology or school of thought but by choosing eclectically the best features of each method and combining them to form his own.

One San Antonio teacher seems to have been successful in his attempts to apply audio-lingual techniques to his Spanish speaking students.[18] Since the materials for this approach are designed for the purpose of establishing primarily a form of hear-speak communication, a problem arises upon trying to apply them to a class of students who, already able to communicate in the language which they have learned from childhood, may easily become bored with the tedious repetition of dialogs which to them are elementary. Perales was particularly concerned about three problem areas of his students' speech, (a) their limited Spanish vocabulary and their frequent borrowing from English, (b) their use of pochismos, words used in English that are given a Spanish pronunciation and meaning, and (c) their errors in pronunciation and enunciation.[19] For this reason he composed his own dialogs. These conversations, prepared specifically to cover the problem areas mentioned above, were based on real life situations which have some relation to his students. For example, one dialog presented Juan's paying a short visit to his friend, Manuel. He is invited to attend the movies but is hesitant since it is Sunday and traditionally his family spends the day together. After some discussion with his mother, Juan obtains permission to go provided he returns in time for supper.

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[18] Alonso M. Perales, "The Audio-Lingual Approach and the Spanish-Speaking Student" Hispania 48, 1 (March, 1965), pp. 99-102.

Perales gives each student a copy of the dialog after it has been explained in Spanish and the class is supposed to follow closely as he reads it aloud. The idea is then discussed in Spanish and students relate their experiences. Once they see the idea or the situation in the dialog, he begins the repetition drills, necessary to instill new habits of correct pronunciation and terminology, practicing them constantly until he is able to elicit automatically a correct response. He can check the progress being made by the individual student by asking questions based on the dialog; if he receives an answer containing local,non-standard pronunciation, vocabulary, or syntax, he asks the class for the correct response. Perales has also designed supplementary material related to the lesson which works on reading and writing skills as well as correct oral command of the language. Thus, through composing extended conversations where good diction, precise pronunciation, correct inflection and standard vocabulary and syntax are used, Perales has helped adapt the audio-lingual approach to the native speaker who is studying Spanish.

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[19] Ibid., pp. 99-100.

To make the transition from oral to written work, to teach students to spell and write, one Spanish teacher has found a reverse sort of dictation to be successful.[20] To work with sound-letter associations, she first tried phonic dictations in which she dictated a word as in "Spell camino," but met with extremely poor results. Her students would try to use English letter combinations to represent Spanish sounds as in "kameno." However, when she dictated the spelling of the word using the Spanish alphabet, they were able to write the word correctly, probably because mentally they had switched entirely to the Spanish language and were using Spanish cues and Spanish responses with no interference from English. Later, she progressed to regular dictation, calling out the word in Spanish, and was much more successful than previously; apparently,

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[20] Williams, March 11, 1971.

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after the preliminary practice of calling out the Spanish letters, the students were able to make the association between sound and letter in Spanish.

In the area of grammar, the consensus seems to be opposed to the old language-teaching practice of presenting a grammatical rule, five sentences to illustrate its use, and five sentences in which it should be employed correctly. Español para alumnos hispanohablantes concurs with this,

> "Aunque se han incorporado en las lecciones ejemplares algunas reglas normativas, el aprendizaje de éstas no desempeña un papel fundamental en el curso. Se exponen sólo como síntesis de los conceptos gramaticales que se están estudiando y no como materia que se debe memorizar."[21]

At least one Austin teacher is a proponent of an inductive approach to grammar.[22] She presents eight to ten sentences that illustrate a grammatical point, and students are required to find and verbalize the rule that provides an explanation. She reports that this method takes more time since it often runs exactly counter to the system to which students are accustomed; they may resist inductive reasoning and it may become necessary for the teacher to tease and cajole them, "I am going to ask you to do something difficult--I'm going to ask you to think." However, as has often been found to be true in discovery educational practices, once they have found the rule, they are extremely pleased and feel that it is their own, much more likely to internalize it and remember it than if it had been presented to them outright.

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[21] Texas Education Agency, p. 23.

[22] Oyervides, February 24, 1971.

Thus, there exists no "ideal methodology," perfect for teaching Spanish to Mexican Americans; rather the teacher must read and experiment extensively and from this choose the features, regardless of the methodology to which they belong, which are the most effective for her particular situation. She must use all methodologies but must use them intelligently, adapting the aspects which may be appropriate for her class of native speakers. Thus, she may employ the much discussed pattern practice of the audio-lingual approach but in a different manner than ordinarily would be used with Anglo students, designing the patterns to correct manifestations of interference from the English language rather than to teach a verb construction or a non-English type of pronunciation as might be the case with non-native speakers. Thus, in contrast to its use with Anglo students, the audio-lingual method often is employed with Mexican Americans as a clinical, remedial approach and is used in smaller doses, requiring shorter periods of time than is usually true in the case of other students. As can be seen from this, the teacher must intelligently use and adapt features of all methodologies and not persist rigidly with one school of language teaching theory.

Grades

With regard to the prosaic topic of grades, as has been previously stated, many Mexican American students are not particularly conscious of these unless they present a barrier to something real and tangible as qualifying to play on the baseball team or to graduate; often they do not remember whether they have failed or passed a course. In view of this, one teacher has found that she can provide some incentive and cause students to become more interested if she makes letter or number grades more tangible with remarks such as "good" "superior work" or "rubbish" or the placing of gold stars on papers.[23] Thus, she tries to overcome the ephemeral quality of grades with a sort of abstract personification of success or failure in some concrete form.

Discipline

On the subject of discipline, perhaps the overall principle, especially in the case of the student who is culturally deprived, is consistency. According to Riessman,

> These children want a teacher on whom they can depend. If she tells them to stop chewing gum one day, she cannot permit them to do it the next. Let us list some general characteristics and behavior patterns that appear desirable. The teacher should be straight-forward, direct and should clearly define what is to be done as much as possible. At the same time she should be informal, warm, down-to-earth. Snobbishness and indirectness are major pitfalls. A female teacher can be somewhat maternal and express a degree of physical affection, but she must avoid gushing. The pattern displayed by nuns in parochial schools is often well responded to.[24]

Speaking specifically of Mexican Americans, Hernández concurs with the principle of firmness and consistency:

> Considering the variety of Mexican American students, it is almost inevitable that the teacher will face the question of control. Knowledge of the Mexican culture should

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[23] Oyervides, February 24, 1971.

[24] Frank Riessman, The Culturally Deprived Child (New York: Harper & Row, 1962), p. 81.

> indicate that these children generally respond best to a disciplined situation with overtones of formality. The Mexican American child is trained to see a teacher as a person equal in authority to his father, regardless of the sex of the teacher. But the teacher's role is to see to it that the authority reflects understanding, fairness, and acceptance. A great disservice is done to a child when the teacher displays leniency toward habits that fail to conform to a classroom or school routines--tardiness, neglect of deadlines, failure to come to class prepared.[25]

One high school teacher stresses the importance of establishing limits, informing students of what these are and that everyone will have to work within them. Then the teacher must be consistent and constantly reinforce them, allowing no infractions.[26] Another warns that the teacher should not employ cumulative discipline, waiting to punish a student severely after he has done something wrong repeatedly rather than warning and punishing him slightly upon the first occasion.[27] She advises that the teacher make the student aware that he has broken the rules the first time and not wait until five offenses to become exasperated and punish him harshly.

In addition to setting these, with regard specifically to talking, one teacher recommends a graduated treatment, that one start out by announcing that the class is getting to work and if that fails, that she begin calling out specific students' names and if needed apply mild punishment to the misbehavers. She also advises that there must be a higher tolerance level toward talking with classes of Mexican Americans than with Anglos.[28] Another recommendation is that the teacher be loud with voice and with actions; a scream or an abrupt, loud noise as banging a ruler down on a desk helps to get attention. She warns that in extreme cases of anger, the students will not understand the teacher is angry unless she is screaming; by no means should she talk between her teeth if she wants to get her point across.[29]

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[25] Hernández, p. 36.

[26] Oyervides, February 8, 1971.

[27] Scalzo, March 5, 1971.

Absenteeism is one of the major problems most teachers of Mexican Americans will encounter; however it is a question for which no satisfactory solutions have been found. There is little a teacher can do that she would not be doing anyway to plan a good class if poor attendance is due to a lack of interest. She must try to use her own enthusiasm to generate more for the class. Sometimes she can inquire why the student has been absent so often and ask if there is anything the school can do to help in terms of money or counselling service. In severe cases she may recommend that he drop out, reasoning that he may need to be away from school and upon leaving realize that his salary is not what he expected, hoping that this will demonstrate the importance of education or that with his new freedom he can find the answers to some of his problems and questions.

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[28] Williams, March 11, 1971.

[29] Oyervides, February 8, 1971.

One teacher is in the process of organizing a group of parents and students from her school to form a crew to help work on attitudinal change. She hopes that they can visit the absent students' parents, not to force the child into school but to be helpful and listen to problems, discovering the cause of so much missed school.[30]

Other problems encountered especially in dealing with Mexican American students include restlessness and limited powers of concentration. It may help to allow them a few minutes longer to get settled than might ordinarily be done with Anglo students and to plan some slightly noisy activity such as checking roll at the beginning of the period. It also might be advisable to permit class members more freedom to wander around; it has been suggested that restlessness is often caused by too much restriction and that the teacher must recognize and accept the fact that often Mexican American students are unquiet. It has also been recommended that because any person has so few minutes of real concentration a day, the teacher must be a showman as well as a disciplinarian, using her flare for dramatics as well as her enthusiasm, severity and determination to get her class to work. A teacher may find it successful to limit each activity to ten or fifteen minutes rather than spending the entire period on two or three activities. Again, she must realize that there will be about thirty seconds of moving around and accept this commotion as a prerequisite for settling down again.

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[30] Williams, March 11, 1971.

Psychological and Motivational Considerations

In addition to the more procedural and mechanical considerations discussed in the preceding pages, it is essential that the teacher of Mexican Americans design her course in Spanish so as to take into account important psychological and motivational aspects, leading the student to become interested and involved in the Spanish class and its activities while helping him to develop pride, both in himself and his capabilities and in the Hispanic language and culture.

Value of Studying Spanish

The first step in influencing him to become motivated in the course includes convincing him of its value. Students enter the class with a variety of attitudes; some feel that they "already know Spanish," expecting it to be a pleasant, easy course. Disenchanted to discover that, like other courses, work and homework are essential, they refuse to accept the fact that they will have to put forth effort in order to pass and therefore often they do not. Other students enter the course unwillingly at their parents' insistence. Similar negative attitudes are present in those who think either that the particular dialect of Spanish that they speak is an inferior brand or that Spanish as a whole with all its dialects is a second-rate language with English as its superior. Often a person with this type of attitude tries to avoid speaking or studying Spanish, feeling that he will gain more status and will be more respected if he does not know the language than if he does.[31] Other students are similarly unmotivated because they feel the course is of no use and that it will be of no advantage to them to be able to understand, speak, read, and write Spanish.[32]

Faced with a class in which many members possess unfavorable attitudes as those described above, it certainly would be to the teacher's advantage to convince her students of the value of learning Spanish. Considering the outlooks that have been discussed, however, it is highly unlikely that any appeal to aesthetic sensibilities would be effective; therefore a pragmatic perspective may produce the best results in the initial stages of such a campaign. In the case of the practical value of all education, Riessman suggests an approach which is particularly valuable in the case of the culturally deprived student.

> The teacher should carefully explain the uses to which education can be put. She should not assume, as she well might with a non-deprived child, that the value of education is abundantly clear. Her exposition should take place in the context of the different needs of the deprived, rather than emphasizing the role of education for self-expression and the like. The worthwhileness of education in terms of obtaining various kinds of jobs, dealing with red tape, warding off manipulation and understanding the world, should be accented. The deprived child has little information about what college is like, or the kinds of jobs he can get with higher education.[33]

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[31] Interview with María Barrera, Education Service Center, Region XIII, Austin, Texas, March 15, 1971.

[32] See a discussion of students' attitude toward Spanish and their reluctance to speak the language found earlier in this chapter.

[33] Riessman, pp. 31-32.

One important pragmatic argument with regard to Spanish courses specifically involves employment opportunities: the teacher might find it convincing to discuss the variety of jobs in which knowing how to speak, understand, read, and write Spanish is essential or at least is a valuable asset. She might also stress that people with such talents and skills will be increasingly in demand due to the growing number of bilingual programs, especially in the field of education. She might point out the course for training bilingual secretaries at Sidney Lanier High School in San Antonio which is reported to have produced good results in terms of meeting many of the high expectations on the part of administrators and students with regard to skill levels attained and consequent employment.[34]

In some schools, the classes for native speakers are designed so as to allow the student to study first year Spanish and then take an exam which, if passed, allows him to be enrolled in third year Spanish. In such cases, the teacher might present the pragmatic view that if he is motivated and works hard, he may earn two years' credit for only one year of study.[35] In the case of students who intend to go to college, the lure of two foreign language credits, often a prerequisite for college entrance, may be attractive.

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[34] Interview with Victor Cruz-Aedo, Texas Education Agency, Austin, Texas, March 16, 1971.

[35] This is the current practice at Stephen F. Austin High School in Austin, Texas.

Because Austin is only about 230 miles from the border between the United States and Mexico, the chance of travel in a country in which Spanish is the dominant language may provide incentive for students to want to learn a standard dialect. This is emphasized if they realize how frustrating it can be not to know the language of the country in which they are travelling and the point is made clear if some class members have already experienced the problems of trying to communicate with someone who speaks a standard dialect and has difficulty understanding theirs which is local or regional.

After presenting many of these pragmatic arguments in initial phases of the course, the teacher may wish later to gradually interject less tangible but more aesthetic and subtle motivations. For instance, she may appeal to their self-esteem, presenting the view that one who handles two languages well and is able to listen, speak, read, and write both Spanish and English is perhaps a notch higher than a person who knows only one language. Bordie has listed an "over-concern with status" as one of the eight principal problem areas in teaching minority culture students ,[36] and this approach perhaps would be particularly effective in the case of teaching Mexican Americans. It may become important for their own personal assurance that they be able to speak and write Spanish well or they may derive personal enjoyment from knowing how to read and write a standard dialect well enough to carry on a correspondence with friends and family in Mexico.

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[36] John G. Bordie, "Cultural Sensitivity Training for the Teacher of Spanish-Speaking Children," ERIC ED 028, 418, March, 1969.

One Austin teacher attempts to goad her classes of native speakers into learning to read and write a universally understood dialect by delivering a lecture containing the following ideas:

> Since most of your families speak Spanish at home, it is a disgrace for you not to be able to, too. If you speak it, then it is a disgrace for you not to be able to read and write it. Some day you might have a job where some one has received a letter written in Spanish and asks you to read and translate it. If you cannot, they may say, "Your name is González, why don't you know what this is? Here it is written in Spanish--can't you read it?" It may not seem important now, but under some circumstances, you may really wish you had learned to read and write Spanish. If you already know how to speak it, why not learn to read and write? How much more effort is involved? You have had ten or twelve years of instruction in English, and it is not unreasonable for you to have a couple of years in Spanish, your other native language.[37]

Other incentives may be provided by an outside speaker discussing in a standard dialect of Spanish a subject which is of interest to the students. This can be extremely effective because when they are not able to understand much of what he is saying, class members often realize the differences that exist between their local dialect and one that is more standard. If the teacher herself relates something, perhaps an anecdote or a personal experience, in standard Spanish without slowing down and the student fails to comprehend, this may help him to recognize the gap between his dialect and one that is more universally understood. She may further hope to provide incentive by advising students that knowing Spanish may later open the door to some opportunity that is totally unpredictable at present.

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[37] Oyervides, February 22, 1971.

Creating a Favorable Self-Concept

Another gradual approach to helping the student develop pride in himself and the Hispanic language and culture lies in working to create in him a good self-image. This may be done partially by the way the course is set up, by designing and referring to it as an "accelerated" class for students who already have a knowledge of the language and who are able to employ a focus and approach different from that used by Anglos for whom Spanish is a foreign language. It may also help the student to develop a more favorable concept of himself, to tell him how special it is to be bilingual, to be able to handle two languages, to think and communicate in two tongues, while many other people in the United States can do so in only one. He should be encouraged to believe that he is special because he can speak both Spanish and English with very little accent in either. It may further boost his ego to make the analogy that in Europe, many times a person is not considered educated or cultured unless he speaks more than one language.

Furthermore, the sense of inferiority that Mexican American students may possess with regard to the dialect they speak must be mitigated. They must be told that they do speak Spanish, not "Tex-Mex" or "pachuco" or something else on which some one has slapped a label.[38] The New York City Bureau of Curriculum Development has stated,

> In no moment should the student be given a feeling of inferiority or of shame for the fact that his way of using the language might be inferior to the others.[39] The use of Spanish during all the lessons will help the student to learn correct pronunciation of the different sounds, the rhythm, the intonation, and inflections to perceive the distinctions that exist in the language.[40]

In his "Suggestions to the Teacher of the Mexican American," Hernández recommends

> Many Mexican American children develop a negative self-image which comes from too many experiences of failure. These children rarely have a reservoir of success which makes it possible for them to cope with failures that may result from lack of application or knowledge. A teacher must create opportunities for these youngsters to achieve. A teacher must find methods of evaluating that are not dependent wholly on the basic skills. A teacher must understand that these youngsters are developing in two cultures, that they are learning two languages, that they are functioning in two worlds, that they are making adjustments and decisions in order to achieve acceptance by the dominant culture.[41]

One comment on this approach has been that while giving the student a chance to succeed, the teacher must also be careful to challenge him, not to design activities and tasks to be so effortless and elementary that they are unrealistic and uninteresting to him.[42]

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[38] See the discussion of the treatment of nonstandard Spanish earlier in this chapter.

[39] This author would replace "inferior to others" with "nonstandard."

[40] Bureau of Curriculum Development, Board of Education, City of New York, Spanish for Spanish-Speaking Students, Curriculum Bulletin 1969-1970 Series, No. 16, p. 6.

[41] Hernández, p. 37.

Development of Pride and Knowledge with Respect to Hispanic Heritage

In The Invisible Minority the National Education Association recommends, in addition to the linguistic content of the course, an "emphasis on the cultural heritage of Spain and Mexico to help students develop a positive sense of identity."[43] Likewise, the Texas Education Agency describes as one of its objectives that the student be able to "interpret the Hispanic culture and thus acquire a sense of pride in his own heritage."[44] Similarly, Carter advises the "promotion of the youngster's pride in 'his Mexicanness' and Hispanic tradition."[45]

Mexican American students should be encouraged to feel that they do have a history; like many Negroes they seem to be in the process of developing a feeling of pride in their ancestors and in their own Spanish or Mexican blood. To further this, the teacher may wish to find opportunities to give attention to Mexican and Mexican American heroes, the latter in particular. For instance, one Austin Spanish teacher makes a conscious effort to present accounts of historical incidents that contrast sharply with those that are usually related by members of the dominant

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[42] Barrera, March 15, 1971.

[43] National Education Association, p. 22.

[44] Texas Education Agency, p. 8.

[45] Carter, Mexican Americans in School, p. 67.

Anglo culture, the latter often presenting an extremely unflattering image of the Mexicans or Mexican Americans involved. For example, in the case of the battle of the Alamo she presents, rather than the John Wayne style version in which the fair-haired Anglo heroes are brave, clever, and honorable in contrast to the cowardly, treacherous, dim-witted Mexicans, one that is much less favorable to the Texans who have been so glorified in Anglo books, textbooks, and movies. One source for some of the versions she relates is General Santa Anna's The Mexican Side of the Texas Revolution by the Chief Participants.[46]

Another approach to helping the student develop pride in his ethnic group and in himself lies through the curriculum; the Spanish course should be expanded to include the culture, heritage, and other contributions of the Mexican and the Mexican American, not only to the Hispanic but also to the American scene, hopefully adding to a better knowledge and understanding of this minority. A greater emphasis should be placed on its achievements and its role in the local, national, and international communities.[47] Ideally, this change of perspective will contribute greatly to the development of a more positive self-image which in turn will create greater motivation, the key to learning and achievement. Those programs of a school that contribute to developing pride among Mexican Americans could easily become the springboards to participation, acceptance, and ambition. However, the teacher must be careful that the new image created is not one that reflects the "folksy" stereotype typical of textbook illustrations, advertisements, and fiesta days.[48]

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[46] Antonio López de Santa Anna, The Mexican Side of the Texas Revolution by the Chief Participants (Dallas: P.L. Turner Co., 1928).

[47] See a discussion of the use of Mexican and Mexican American literature and other materials in Chapter V.

Another goal of such a curriculum design is to help students understand more about both cultures and their respective sets of values, especially helping them learn many of the best of the Hispanic traits.[49] Often, such knowledge is lost; extremely valuable attributes and personality characteristics of the subordinant culture tend to be replaced by what many critics might suggest are the lowest common denominator of materialistic, acquisitive, conformist traits typical of some elements within the Anglo American population. This occurs partially as a result of the fact that many Mexican American graduates of public schools feel ambivalent about their own self-identity and about cultural values. Deprived of an opportunity to learn about the best of the Hispanic heritage, at the same time they have in effect been told to become Anglicized. They tend to drift, therefore, into the dominant society without being able to make sound value judgments based upon cross-cultural sophistication.[50]

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[48] Hernández, p. 37.

[49] "Hispanic" is used in this case in its broadest sense to refer to all Spanish-speaking areas such as Spain, Mexico, and Latin America.

[50] Jack D. Forbes, Mexican Americans: A Handbook for Educators (Berkeley, California: Far West Laboratory for Educational Research and Development, 1969), p. 17.

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The teacher needs to emphasize the aspects of Hispanic culture that she can praise legitimately, traits and customs that appear superior to those found more often among Anglos.

> . . .the Hispanic culture offers many of those things in which our own culture is so deficient. . .Their interacting efficient family structure is far superior in stability to our own divorce-ridden one. Their filial respect, love of home and family, and fortitude in the face of adversity all fit the American ideal. California and Texas, among other states, could benefit largely from the racial and ethnic tolerance found among Hispanos. If we really want the good will of our neighbors to the south, New Mexico and its Spanish-speaking people might well be the best bridge possible.[51]

The teacher should make clear that involved in the term "Mexican American" are more cultural sources than simply the Mexican and the American, that each part of the expression has a number of contributors which combine to form a confluence of cultures. For example, the Mexican element is composed in varying proportions of ancestors both from Spain, which in itself includes a variety of ethnic groups from the different provinces, and from the wide assortment of Indian tribes and civilizations existing in America before the Spaniards arrived. Furthermore, in view of America's, or more specifically the United States's, well-known reputation for being a "melting pot" of immigrant cultures from all continents including Europe, Asia, and Africa, the "American" half of the term also represents the confluence of a number of civilizations which have combined to form such ethnic groups as the Spanish American, the Irish American, the Chinese American, the Italian American, and so forth. Thus, contributing to Mexican American literature, language, religion, and culture are a variety of cultures, the Spanish and Indian's probably being among the most distinguishable, all of which serve as sources.

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[51] John H. Burma, Spanish-Speaking Groups in the United States (Durham, N.C.: Duke University Press, 1954), p. 32.

Another possible approach to interest and involve the student in the Spanish course is to include his parents in the activities of the class. When possible his homework should be planned so that it may be done with the help of his parents and friends. For example, the teacher may make an assignment in which students relate something about their parents' or grandparents' background. Or the parents and other older relatives may be asked to contribute to a collection of folklore and superstitions that the class is compiling, as will be further discussed in Chapter V. If their children are appearing or participating in a play or skit, parents will often attend, at which opportunity the teacher should try to become acquainted. They may also be encouraged to become involved with course activities if there is a "Student Recognition Night" program during which the various accomplishments of their children are acknowledged and lauded.

Communications intended for parents, such as announcements, bulletins, and report cards, should be prepared in both

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English and Spanish. Samples of special progress reports, both complimentary and reprimanding, are contained in the appendices of this paper.[52]

Since exchanges between cultures are involved, the teacher may not understand various subtleties of Hispanic culture well enough to avoid offending or confusing parents in her attempts to communicate. For this reason, Hernández suggests that the teacher approaching the parents of her Mexican American students be aware of their limitations with the English language, ignorance of school procedure, and the mysteries of teaching. He recommends that unless she has established a rapport with a particular youngster that gives her the proper entree, she is advised to work through a home-school coordinator or liaison person to make the initial contacts.[53]

One Austin teacher feels she has had particular success in helping to encourage her students' pride in their use of Spanish by arranging meetings between her class of Mexican Americans and another Spanish class composed principally of Anglos. The two groups have combined after both have finished the same unit in the textbook, ostensibly to discuss the material, with the Mexican Americans' being billed as the "experts." As it actually happened on one occasion, the students

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[52] These were adapted from forms used at A.S. Johnston High School in Austin, Texas.

[53] Hernández, p. 37.

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dealt with the textbook material for only a short while and then moved on to discuss unrelated topics, but their exchanges still continued to center around the use of the Spanish language as when an Anglo asked, "How do you say _____ in Spanish?" or "What is the difference between _____ and _____?" All dealings seemed to be carried on in a spirit of good faith and genuine curiosity, thus producing what appeared to be real communication between the groups as well as an ego-building experience for the Mexican American students since the others were interested in learning to speak their language. Thus, in sharing their skills with fellow pupils, the Mexican Americans can help develop in themselves that degree of pride and self-confidence which generally is so necessary for successful learning.

Perhaps another way to build a favorable image of that which is Hispanic, in particular the Mexican American aspects, is to organize a club with a Mexican or Mexican American tone, centered around such activities as music, dance, art, drama, and travel which will be so attractive and desirable that the Anglos will want to join in also. Ideally, it could sponsor a program at the high school including native dances, costumes, et cetera, that will help create such a flattering image of Hispanic culture that the Mexican Americans will be proud to be ssociated.[54] If all elements and ages in the community could e included in addition to the principal participants in apacities such as selling and buying tickets, making costumes, and painting sets, it would perhaps foster better relations and understandings between and among groups.

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[54] Cruz-Aedo, March 16, 1971.

Another approach to motivating students involves the materials used. By choosing matter that is interesting and entertaining as well as a good teaching tool, a teacher may greatly increase class members' incentive and enthusiasm to participate in activities, especially in contrast to the results produced when she uses only the standard state-adopted textbook designed for Anglos who learn Spanish as a foreign language. Suggestions for such materials will be found in Chapter V.

Thus, it can be seen from the issues and recommendations that have been discussed in the preceding pages that the Anglo teacher who is in the position of instructing Mexican American students in Spanish will have to be creative, innovative, and open-minded; she will be forced to discard many of the concepts and practices which have been useful with classes of Anglo students she has taught previously and develop new ones that are appropriate to her special situation. She must be careful to design her course so that it takes into account the unique limitations and assets of the native speaker who is being taught a standard dialect of a language he already understands and speaks. In addition to the linguistic aspects of the course, she needs to be sensitive and understanding about the psychological and sociological problems of her Mexican American students with regard to their attitude toward Spanish and their status as members of an ethnic minority.

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CHAPTER V

TEXTBOOKS AND OTHER MATERIALS

In teaching Spanish to native speakers, often problems arise with regard to the texts and other materials to be used. The purposes of this chapter are to evaluate the current state-adopted Spanish textbooks with reference to the merit of using them with classes of Mexican Americans and to recommend other materials that may be valuable in teaching such students.

Textbooks

For the teacher who is concerned with teaching Spanish to Mexican Americans, three main categories of pedagogical materials are available: (a) those which are created in the United States, designed specifically for the Anglo who is learning Spanish as a foreign language and therefore do not take into account the special linguistic situation of the Mexican American; (b) those which are created in Hispanic nations such as Spain or Mexico, designed specifically for native speakers of countries in which Spanish is the dominant language and there exists no large-scale interference from English; and (c) those which are designed especially for the Mexican American who is learning to read and write a standard dialect of one of his native tongues. Until recently very few representatives of this third class of specialized materials have existed; previous to the first months of 1971 when the

Texas Education Agency's Español para alumnos hispanohablantes and Español para el bilingüe by Marie Esman Barker appeared, Paulline Baker's Español para los hispanos was practically the only guideline or text written specifically for the Mexican American learning Spanish. Thus, such a teacher has been faced with a real shortage of materials for use in her particular position since there has been a lack of specialized matter and most of that which has existed, designed for Anglos, has not contained an approach appropriate for the unique assets, problems, and limitations of Mexican American students. For these reasons, it has been necessary for her to search for and develop materials which will be suitable for her class.

One readily available source lies in the state-adopted textbooks which, although designed for teaching Spanish, are at times less than ideal for instruction in the case of Mexican American students. Problems often arise with these Spanish textbooks designed for English speakers since in using them, Spanish is taught as a foreign language, even in areas in which the population of those whose native language is Spanish outnumbers the native English-speaking population, a practice which is wasteful, inappropriate and at times demeaning. There is no reason for native speakers of Spanish to spend valuable educational hours in drills and grammatical lessons which attempt to teach what they have known for twelve to fifteen years and neglect the areas in which they need particular attention.[1] Thus, it makes more sense to have special textbooks designed to begin with what they know, to take advantage of their years of previous learning of their native language.

The general shortcomings of the state-adopted textbooks designed for English speakers may be thought of as belonging to two general categories, sins of commission and sins of omission.[2] Those items to be considered in the first class include (a) a selection of reading material of extreme simplicity, matter which may be very elementary with much repetition that is monotonous to Spanish-speaking students, (b) a stress on different grammatical usages in Spanish and English which may be a waste of time to the student who has learned Spanish before English and is not likely to make these mistakes, and (c) a presentation of an Anglo American point of view and culture rather than a reflection of Mexican American and Hispanic life and thought.

In the second category, sins of omission include the problems that (a) spelling is often omitted entirely as a special technique, neglecting the difficulty that the Spanish speaker often has with the orthographic distinction of *b*/*y*, *s*/*z*, *ll*/*y*, *r*/*rr*, *g*/*j*, and *g*/*gue*/*güe*, as well as the letters *ñ*, *h*, and *x*; (b) the fact that often an entire first year textbook will not mention something as basic but complex as the subjunctive, which lends an artificial character to its presentation; (c) the situation that seldom do such textbooks mention common errors made by Spanish-speaking students such as Anglicisms, archaisms, and colloquialisms, and (d) the liability that much of the vocabulary used in the textbooks is not a living vocabulary, one that is useful in contemporary times and everyday situations, but is often unnatural and contrived, limited to classroom dialogs or improbable situations. Another problem closely related to the orthographic distinctions discussed in part *a* involves the use of the written accent which appears in Spanish but never in English. Therefore, if the student learned to write English first, he is likely to ignore these marks entirely when writing in Spanish and to fail ever to use them or to be constantly confused about how to employ them correctly. Thus, since the textbooks which were adopted by the State were written for the Anglo student learning Spanish as a foreign language and were not designed to take into account the special situation of the Mexican American, the teacher is forced to adapt and select them to meet the needs of her class.

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[1] Another cross-cultural type of problem arises because often the teacher who has been educated in predominantly Anglo institutions lacks the background and knowledge necessary to be properly sensitive toward the language and its problems and may be much less so than the Mexican American youngsters she teaches. Because of this lack of awareness, she may offend students frequently which may cause them to lose their respect for her.

[2] Julia Klattenhoff Mellenbruch, "Teaching Spanish to Spanish Speaking Students in Texas High Schools" (unpublished Master's thesis, University of Texas, Austin, Texas, 1954).

In spite of their shortcomings, textbooks are essential in that a teacher and class need a definite text to follow. Of course, they will have to expand from this and supplement

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particularly in the specialized case of a Spanish course Mexican Americans, but there should exist a definite dation for the course so that the curriculum will not sist of a jumble of unrelated materials with no defined ture or objectives. However, the teacher should bear in her theoretical relationship to the student and to the book, that the latter exists to aid her in instructing student but should not be regarded as a chief support or nstay. Thus, she should not treat it as though it were rosanct and must be careful not to become too dependent or rely upon it too heavily. Rather, she must be alert to pting it to fit the needs of her class.

In Austin high schools, there are currently four tbooks being used to teach Spanish to classes composed tirely of Mexican Americans. These include Entender y Hablar En las Américas published by Holt, Rinehart, and Winston Learning Spanish the Modern Way, levels one and two, lished by Webster Division, McGraw-Hill.

Entender y Hablar[3] has been described as a good basic t for beginning Spanish classes of Mexican Americans by ree different teachers who were consulted.[4] Although it

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[3] Gregory G. LaGrone, Andrea Sendón McHenry, and Patricia nnor, Entender y Hablar (New York: Holt, Rinehart, and ston, 1968).

[4] Williams, March 11, 1971.
Oyervides, March 17, 1971.
Mellenbruch, March 23, 1971.

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must be supplemented with other materials, as is essential with such students it is particularly valuable in teaching the skills of reading and writing. It is not too elementary, due in part to the vocabulary employed which is, on the whole, realistic and useful and contains a wide variety of words and expressions. Problems may arise, however, in the case of students who have never studied Spanish formally but who know how to speak and listen so well that they may be bored and need to move faster than the normal pace of the elementary dialogs. One teacher even complains that the book is not of sufficient length, that her class finishes it too early in the year. However, unlike certain of the other books designed for first year use, the text is interesting enough and has sufficient depth and challenging work so that it provides a good foundation for a Spanish course for Mexican American students. However, the teacher may decide that Entender y Hablar does not contain enough grammar exercises and may want to supplement it from other sources. The dialogs sound natural and are useful as the basis for dictation drills and tests, in addition to providing a great deal of variation and avoiding much of the monotony of such books as the Modern Language Materials Development Center's Audio-Lingual Materials.[5]

One teacher has met with success by using the recombination conversations found in Entender y Hablar and by asking students to write their own "Reports," compositions

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[5] Modern Language Materials Development Center, Spanish Level Two (New York: Harcourt, Brace and World, Inc., 1962).

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which summarize and describe a situation by answering a set of questions given in the book. These are presented first in written form. Then they are taped for listening and possible future use by classes composed of Anglo Americans. Students also write their own conversations, based on the dialogs in the textbook which, after necessary corrections are made, are duplicated and read and used by the entire class.

En las Américas[6] generally falls in the range of acceptable to good as a second year text for teaching Spanish to Mexican Americans, although it may prove to be too short and simple as in the case of one Austin teacher who felt that her class had finished with it two and a half months before the end of the school year. While the dialogs are probably as entertaining and interesting as can be hoped for, more attention needs to be given to grammar as the teacher will probably find that she has to supplement the "Ejercicios gramaticales" with more exercises and drills of her own. En las Américas uses a great deal of the same vocabulary as Entender y Hablar and even carries over events or incidents in a somewhat contrived manner as when a party is repeated in the second book occurring at the same time of the year as it did in the first book. There is also much repetition in the dialogs of the two texts. With no attention given to

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[6] Gregory G. LaGrone, Andrea Sendón McHenry, and Patricia O'Connor, En las Américas (New York: Holt, Rinehart, and Winston, 1967).

Spain, the selections designed to reveal aspects of Hispanic culture are oriented around Latin America with the exception of a chapter, "En San Antonio" which may seem less remote and of more interest to Mexican Americans and may even form the basis of a field trip, as will be discussed later in this chapter.

Learning Spanish the Modern Way,[7] level one and level two, the other books currently being used in Austin with classes of Mexican Americans, in general are both too preoccupied with grammar that is extremely boring in addition to containing too little reading material to be desirable for use with native speakers. The attempts to present culture in the two books are, for the most part, effective and authentic, although certain sales gimmicks seem to have been employed as in the case of the beautiful full-page photographs that appear to have been thrown in with no relation to the surrounding material in the text.

The first book in particular seems too elementary, to the point of being insulting, even for use with Anglo students, but especially in the case of native speakers. Any Mexican American who is put through the trials of the dialogs which seem extremely simple-minded, dull and unimaginative, and the boredom of the great amount of grammar contained in endless drills and colored boxed with explanations in English of él, la, los, and las, is likely to become so uninterested and disgusted that he will entirely tune out the class and its activities. Even in the case of junior high school students, seventh grade, one Austin teacher finds that the first part of level I is too elementary and boring for native speakers so that she is forced to pass through it quickly and move into the later sections with more reading content, temporarily skipping over and short changing the spelling and writing skills in order to reach units with new and interesting vocabulary.

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[7] Edin Brenes et al., Learning Spanish the Modern Way, I and II (2d ed.; Dallas: Webster Division, McGraw-Hill Book Co., 1967).

The second book seems equally inappropriate for use with native speakers due in part to its preoccupation with grammar: it even begins with a twenty-nine page "Repaso" reviewing "El presente de los verbos," "El futuro de los verbos," "Los Mandatos," and so forth by means of endless repetition, substitution drills, question answering, and directed dialog. The reading selections are excellent attempts to portray culture in that they present a variety of genuine unstereotyped scenes of Hispanic life and thought. However, these selections perhaps may be too difficult and tedious for use with native speakers who have a tendency to be weak in their reading skills. This is particularly true if the student's Spanish teacher the previous year has chosen to use a text other than Book I of Learning Spanish the Modern Way; then certainly the vocabulary employed will be too different from that he has studied before and Book II, which builds upon that which has been learned in Book I, will be entirely too difficult if he has not studied the preceding text.

The infrequent dialogs found in Book II are generally good for work with pronunciation and lexical problems of the native speaker. Also good is the manner in which new vocabulary words are presented: to the right of the line in which the possibly unknown word appears there is an explanation or description in Spanish. Thus, the definition is located where the reader needs it, not at the end of the chapter or the book but on the page where the problem arises. Equally favorable is the fact that there are no English translations or one-to-one equivalencies for vocabulary words.

Thus, the tremendous concentration on grammar explanations and drills that seem extremely dull and boring, plus the very elementary nature of the dialogs and exercises in Book I, in addition to the difficult character of the reading selections in Book II, all are factors that combine to make Learning Spanish the Modern Way appear a poor selection for use with native speakers.

Another pair of state-adopted Spanish textbooks are Español Moderno I[8] and Español Moderno II,[9] neither of which is currently being used with classes of native speakers in Austin. In general, with reference to both books, the grammar is well developed in a sort of A-LM style in that it is presented without shaded boxes containing English explanations of Spanish grammar. Rather than explicit rules, there are implicit illustrations as in the case of the presentation of the object pronoun nos.

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[8] Agnes Marie Brady and Harley D. Oberhelman, Español Moderno I (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966).

[9] Agnes Marie Brady and Harley D. Oberhelman, Español Moderno II (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965).

NOS

Los Torres nos van a visitar.
Van a visitarnos.
El dependiente nos da el vuelto.
Los mariachis nos despiertan hoy.
Favor de ayudarnos[10]

Thus, in contrast to the approach found in Learning Spanish the Modern Way, English labels and explications are not used in presenting the grammar.

In contrast to the well-developed grammar, there is one aspect of Español Moderno which is much less favorable in the case of teaching Mexican Americans: the dialogs sound extremely unnatural, as though they had been prepared by someone who had learned Spanish as a second language and had never developed much fluency or comfort with the language. This will be discussed in greater detail with specific reference to each book.

The attempts to portray the Hispanic culture in the two books are satisfactory except that they are somewhat weak in the area of "deep culture," that which goes beyond superficialities and stereotypes and illustrates the manner in which people live, their way of life. Español Moderno does not seem to capture the more subtle aspects of the culture such as the customs and thoughts of the people, but instead includes color photographs of Xochimilco and other well-known tourist spots.

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[10] Brady and Oberhelman, Español Moderno I, p. 63.

Español Moderno I is full of examples of dialogs which sound terribly unnatural:

Jaime. Hola, Pablo.
Pablo. Hola, ¿Adónde vas?
Jaime. A casa. ¿Adónde vas tú?
Pablo. A jugar. Ven conmigo.
Jaime. No puedo.
Pablo. Adiós, pues.
Jaime. Adiós![11]

In addition, the book's illustrations are dull, unimaginative, and extremely out of date as though they were trying to portray the United States during the 1950's; many of the girls are wearing bobby socks, and there are scenes of youngsters sitting in soda fountain booths sipping colas. Little sense of humor or cleverness is displayed anywhere in the book, which leaves it seeming quite dull. Presentations of culture are superficial as they appear, not in the dialogs or the reading, but are limited to photographs of Lake Pátzcuaro, the University of Mexico, a South American gaucho, and an Aztec calendar.

Español Moderno II shows very little improvement in the quality of the dialogs:

Maestro. Buenos días, muchachos.
Estudiantes. Buenos días, señor.
Maestro. Bienvenidos a la primera clase de español. ¿Cómo están Vds. hoy?
Estudiantes. Muy bien gracias.[12]

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[11] Brady and Oberhelman, Español Moderno I, p. 5.

[12] Brady and Oberhelman, Español Moderno II, p. 1.

Once again, the portrayal of Hispanic culture is somewhat weak in that it is presented, not through dialogs, as was beautifully done in the case of the conversations prepared by Alonso Perales which were described in Chapter IV, but through the color photographs and very superficially in the reading selections such as one entitled, "La riqueza agrícola y forestal de Hispanoamérica,"[13] which discusses the variety of crops and products grown in Spanish America including exotic tropical fruits and henequén.

Thus, in spite of the well-developed grammar, due to the unnatural nature of the dialogs and the weak presentation of Hispanic culture, Español Moderno does not appear to be an appropriate series for use with native speakers.

Zenia Da Silva's Usted y Yo[14] is extremely entertaining and clever, containing much of the humor and wit that is so seriously lacking in Learning Spanish the Modern Way and Español Moderno. The illustrations and pictures are ingenious, humorous, and colorful and add quite a lot to the text's attractions. The "escenas de la vida" which are in the style of long dialogs, present an excellent picture of certain aspects of Hispanic culture, of the customs and the way of life of the people, in addition to being hilariously entertaining.

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[13] Ibid., p. 56.

[14] Zenia Da Silva, Usted y Yo (London: The Macmillan Co., 1969).

However, in spite of these bright features, in many ways *Usted y Yo* is a traditional old style grammar-translation textbook, inappropriate in many ways for use with native speakers. For example it contains Spanish verb conjugations and their English translations as well as very explicit grammatical explanations in English as in the following case:

> The verb *gustar* means *to be pleasing*. It does not mean *to like*. However, *gustar* is used in a special construction with the indirect object, and then it translates the English *to like*. Here is how it works:
> The subject of *gustar* is the thing or the person that is *pleasing*. The indirect object is the one *to whom* the subject is pleasing. . .[15]

This type of grammar presentation is clearly not suitable for the Mexican American student who has probably grown up knowing how to use the verb *gustar* very capably and would only be bored or confused by such a long, tedious explanation.

Another of *Usted y Yo's* shortcomings, regardless of the ethnic group to which the student belongs, is in its practice of translating new vocabulary items at the right of the reading selection, most often giving a one-to-one equivalency for the italicized Spanish word as in the following:

M:	*Yo lo conocí* hace un año. Un *tipo* simpático. Vino acá un día.	I met him--guy
A:	*Ése es.* Pues un día Emilio *se despertó* por la mañana. . .[16]	That's the one woke up

This Spanish to English type of translation is sometimes deceptive since it may give the impression that any of the

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[15] *Ibid.*, p. 18.

[16] *Ibid.*, p. 337.

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words that are italicized such as tipo may only have one meaning while actually, they can signify a variety of things. Often the student may memorize the English definition at the right and later discover that it does not provide a suitable translation for the word in the next situation he encounters it. Thus, a treatment similar to that used in Learning Spanish the Modern Way in which the word is described in Spanish rather than translated into English would be more useful and suitable.

What may be the book's greatest weakness with regard to its use with native speakers is its practice of combining both Spanish and English in the same sentence, a custom that is especially damaging in the case of Mexican Americans who may already suffer from the inability to speak in one language or the other without mixing the two. Although this is done so that a beginning Spanish student may understand the meaning of the word or phrase, it is especially harmful for the student who has difficulty speaking in only one language at a time. Sentences such as the following should never be printed in a textbook to be used with Mexican Americans:

1. ¿Come Vd. mucho?
   (Do you eat a lot?)
2. ¿Come Vd. mucha carne (meat)?
3. ¿Bebe Vd. (Do you drink) mucha Coca Cola?
4. ¿Bebe Vd. mucha leche (milk)?[17]

These same comments and criticisms concerning a bright, clever format and presentation, an excellent portrayal of Hispanic culture and customs, a traditional grammar-translation orientation, and the damaging practice of combining English and Spanish also apply to Nuestro Mundo,[18] the second year Spanish textbook designed to follow Usted y Yo. Thus, although both books contain the humor, wit and cleverness that is so sadly lacking in most Spanish textbooks, they nevertheless are less than ideal for use with native speakers.

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[17] Ibid., p. 45.

Thus, it appears that the state-adopted Spanish textbooks designed for English speakers all have serious shortcomings and inadequacies when being considered for use with native-speaking Mexican Americans. Specific examples of the "sins of omission" and "sins of commission" of texts which were described at the beginning of this chapter have been provided throughout the analyses of each book, most probably leading one to conclude that what is needed is a fully developed textbook, not guidelines or sample units, designed specifically to meet the needs of the Mexican American learning Spanish.

Perhaps Barker's Español para el bilingüe provides one of the strongest attempts to answer this need; it certainly does furnish some extremely useful approaches and suggestions and is, to date, the most appropriate and complete text for use in teaching Spanish to Mexican Americans. Most important in contrast with the books designed for Anglo students is the fact that it is written for the student who already speaks and understands a dialect of Spanish, not for the one to whom Spanish is a foreign language. Obviously, this one concept signifies a tremendous difference in attitude and approach employed in the book.

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[18] Zenia Da Silva, Nuestro Mundo (London: The Macmillan Co., 1970).

Thus, in an outline of the features characteristic of an ideal Spanish text for Mexican Americans, this idea of writing it from the point of view that the student already knows a dialect of the language is essential. Accordingly, it must also take into account the assets and limitations the native speaker brings to a study of the language, basing selections, drills, and exercises on his particular problems such as the use of Anglicisms, colloquialisms, and pocho slang, while taking advantage of that which he already knows that qualifies as standard Spanish. All explanations should be in the target language with no mixing of Spanish and English permitted.

This ideal text should contain interesting reading selections that reflect the traditions and customs of Hispanic people and try to interpret their thoughts, ideas, and feelings. In addition, the author should take into account the sociological and psychological problems of the Mexican American, helping him to overcome many of the negative associations he may hold toward the Hispanic language and culture while aiding him to develop pride in these instead of shame or embarrassment. The selections contained in the book should be of sufficient difficulty and challenge to interest the student without discouraging or frustrating him while at the same time furnishing a variety of activities and materials.

As is obvious from this list of characteristics describing a textbook which would be ideal for use in teaching Spanish to

Mexican American students, the official textbooks which have been adopted by the State of Texas, originally designed for teaching Spanish as a foreign language to Anglo students, understandably fall far short of this ideal and are often inappropriate and inadequate when applied to teaching Spanish to native-speaking Mexican Americans.

Supplementary Materials

As can be seen from the preceding discussion, the state-adopted Spanish textbooks provided by the state are often inadequate or inappropriate for use with classes of native-speaking Mexican Americans; thus, the teacher is forced to search for and develop materials that are suitable for her students' needs. However, various considerations and limitations are involved in the choosing of such matter. For instance, teachers in some schools are severely restricted by the fact that they lack the funds for special materials and equipment and can seldom afford to order supplementary books and teaching materials or even to type up and duplicate more than a few pages for use in class. A second consideration is the inavailability of materials;even if cost is not a severely limiting factor, often a teacher will have difficulty actually obtaining matter such as periodicals, booklets, or books in sufficient quantity because frequently these are imported from Spanish-speaking countries whose publishing and supply houses may provide an undependable supply. A third and extremely important consideration involves the students who plan to continue and study Spanish in college; in order to develop the reading and writing skills which are essential to obtaining college credit, students need materials which are more formal than those from sources that are easily available and inexpensive such as radio broadcasts and periodicals. Such materials do not furnish sufficient training in areas as the students' ability to conjugate and use verbs correctly, to write and compose, to be able generally to handle Spanish in an educated manner. Clearly, the formality of the materials and their usefulness in teaching not only the listening and speaking skills but also the reading and writing, to help prepare students for college work, are important considerations for the teacher who is seeking to supplement the standard, state-adopted Spanish textbooks for use with classes of native speakers.

In searching for reading materials other than textbooks, the teacher should begin with literature that is relatively elementary and as entertaining and interesting as possible, in order to appeal to students and cause them to become involved in the activity of reading. One Austin teacher adopts the strategy of "salting the mine," of relating various fascinating anecdotes and upon being asked how she knows these things, to reply, "I read," hoping that such an attraction will interest students in doing reading on their own. She tries to indoctrinate her classes with the idea that extensive reading and polished writing are the sign of an educated person, anticipating that this image will appeal to some students and encourage them to work toward such a goal.

Besides providing worthwhile leisure time activity and furnishing practice in developing skill in reading, another objective to be attained with the use of literature is that the student be able to recognize those forces in his existence which have made him what he is and which will make him feel proud to be what he is, to say "Soy chicano" or "Soy mexicano."

An excellent means for inculcating in the student a sense of pride in his Hispanic heritage lies in the use of biographies in the Spanish classroom; such works can add to his feeling of importance and knowledge of history and of his heritage, thus lessening sensations of inferiority that he may possess. Biographical works are available in a variety of forms. Probably the most elementary and the most attractive to the student whose reading skills and vocabulary are not greatly developed is a series of magazines named Biografías selectas[19] that are much like comic books with separate frames containing pictures, narration, and dialog. These present the histories of such popular heroes and well-known figures as Manolete the bullfighter, Pípila, the hero of Guanajuato, Cuauhtémoc, Moctezuma, Carranza, Zapata, Morelos, and Porfirio Díaz, all of whom are sufficiently colorful and interesting that their stories should definitely add to students' knowledge of and fascination with their Hispanic heritage. Also published are issues dealing with Biblical characters including Lazarus,

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[19] Biografías selectas, Editorial Argumentos, San Lorenzo #1009, Desp. 103, México 13, D.F.

Joseph, and Rebecca, and such artists as Michelangelo and Goya. Magazines of this nature are of sufficient simplicity that they can attract and interest the weak reader while helping him to develop his reading and vocabulary skills and adding to his knowledge of history and the Hispanic heritage.

A set of biographies appropriate for better readers is Gigantes de la historia,[20] a collection prepared for native speakers of Spanish of approximately junior high school age. Serving many of the same purposes as did the Biografías selectas, only doing so in a more sophisticated manner, this series includes biographies of such famous Hispanic figures as San Martín, Hernán Cortés, Bolívar, Pizarro, and Sarmiento. Another collection of biographical sketches, these contained in a single book, can be found in Grandes figuras de la historia,[21] which provides histories of such men as el Cid Campeador, el Inca Garcilaso, Cervantes, Lope de Vega, Juan José San Martín, Rubén Darío, and Picasso, all important figures in Hispanic history and arts. In choosing biographical materials for her students to read, the teacher should provide a balanced selection of outstanding representatives from a number of areas, from literature, history, and the arts, and perhaps may include Biblical and legendary characters, but she must be careful not to limit the choice to one or two fields.

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[20] Gigantes de la historia, Editor Ballesta, Victoria 2158, Buenos Aires, Argentina.

[21] Francisco Ribes, Grandes figuras de la historia (Madrid: Santilla, 1968).

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Thus, biographical works can be excellent teaching materials, not only to improve the student's reading skill but to inculcate in him a sense of pride in his history and his heritage.

A Spanish teacher with a class of native speakers needs to have supplementary readers in Spanish of considerable interest to the student, not only for the purpose of intriguing and involving him with the process of reading, but to occupy and instruct those who are advanced beyond the level of the rest of the class. In teaching a group that is not homogeneous with respect to skill levels in Spanish, it may be beneficial to engage those students who are ahead of the others with high interest readers to prevent possible boredom on their part or behavior that might distract the rest of the class, while at the same time providing for them valuable practice in developing reading and vocabulary skills. Books which might be useful for such a purpose are First Spanish Reader, A Beginner's Dual Language Book,[22] Spanish Stories--Cuentos Españoles,[23] and Lecturas Modernas.[24] The first two contain numerous excellent selections of high interest, many by well-known Spanish authors; however, the accompanying versions in English may be a shortcoming as are the books' general orientation toward the English

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[22] Angel Flores (ed.), First Spanish Reader, A Beginner's Dual Language Book (New York: Bantam Publishing Co., 1963).

[23] Angel Flores (ed.), Spanish Stories--Cuentos Españoles (New York: Bantam Publishing Co., 1968).

[24] Lloyd A. Kasten and Eduardo Neale-Silva, Lecturas Modernas (New York: Harper and Brothers, Publisher, 1937).

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language, all sections' except the stories themselves appearing in English.

Mexican American authors provide another source of literature that may be more valuable for encouraging ethnic pride on the part of the students than for actual purposes of teaching Spanish. One volume containing such works is El Espejo--The Mirror, Selected Mexican-American Literature,[25] produced by a young group of contemporary creative writers. Their themes deal with current problems that confront the Mexican American in his bicultural society and his constant search for identity within its walls. Since the first four selections appear in both languages, they may be of value in teaching Spanish, but the dialect used is not always a universal standard and often both English and Spanish appear on the same page. Thus, it is somewhat questionable whether such works should be used and the decision will depend on the teacher's concept of her objectives; if she is somewhat of a purist and is oriented entirely toward teaching a universally-understood standard dialect, she will most probably choose not to use such writings. However, if she is equally interested in increasing the student's knowledge of and pride in his heritage, in helping him develop a sense of identity so that he will have an idea of what "soy chicano" means, she may choose to use Mexican American literature in her class, in spite of its shortcomings as a model of standard Spanish.

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[25] Octavio Ignacio Romano-V. (ed.), El Espejo--The Mirror, Selected Mexican-American Literature (Berkeley: Quinto Sol Publications, Inc., 1969).

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Although they are written in English, My Heart Lies South, the Story of My Mexican Marriage[26] and Where the Heart Is[27] by Elizabeth Borton de Treviño are excellent in that they reveal many of the best of the Mexican values and customs without painting a picture that is quaint or stereotyped. The books are the story of a New York Times female reporter who married a native of Monterrey and began to learn quickly about the genuine Mexican way of life and such institutions as "mamacita" who subtly ran the family and "Tía Rosa" whose mission in life was to take care of relatives who needed a nurse or consoler. In view of the fact that extremely valuable Hispanic attributes and personality characteristics are often lost because Mexican Americans are deprived of an opportunity to learn about the best of this part of their heritage, these books provide such a chance in a charming but informative manner. A Spanish teacher might do well to recommend them to her Mexican American students.

Another important way to reveal Hispanic culture is through such forms as refranes (sayings or proverbs) and poemas y rimas (poems and rhymes). Although all these illustrate much about their authors' culture, in particular the refranes of Hispanic tradition embody the sense of ethics and morality used

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[26] Elizabeth Borton de Treviño, My Heart Lies South, The Story of My Mexican Marriage (New York: Thomas Crowell Co., 1953).

[27] Elizabeth Borton de Treviño, Where the Heart Is New York: Thomas Crowell Co., 1965).

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by the folk as guidelines for behavior as indicated by the proverb, "En tus apuros y tus afanes pide consejo a los refranes."[28] Excellent sources for such material are Sayings and Riddles in New Mexico[29] and the Cultural Heritage Source Book[30] compiled by the Bilingual Program of Education Service Center, Region XIII. As he reads these, the Mexican American is likely to become aware of many aspects of Hispanic culture of which he may not have been conscious previously due to the Anglicizing effect of the dominant culture. Poems such as "Mama Yo Te Quiero" and "A Mi Madre"[31] are examples of such folk literature that are extremely revealing about Hispanic thought and sentiments. Thus, although such forms may seem simple and entertaining to members of the class, they can serve as useful tools not only in teaching reading and vocabulary, but in helping the student to learn more about himself and his cultural heritage.

Poetry, whether it comes from popular, anonymous sources as those mentioned above or from origins that qualify as formal literature, more than any other genre lends itself to language

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[28] Arthur L. Campa, "Teaching Hispanic Culture Through Folklore," ERIC 031 978, 1968.

[29] Arthur L. Campa, Sayings and Riddles in New Mexico (Albuquerque, N.M.: University of New Mexico Press, 1937).

[30] Bilingual Program, Cultural Heritage Source Book, Part I (Austin: Education Service Center, Region XIII, 1970).

[31] Ibid., p. 11.

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teaching that seeks to develop all four skills.[32] By hearing it read by a good model and later saying it himself, the student can increase his listening and speaking skills in the areas of auditory discrimination, pronunciation, aural comprehension, rhythm, and intonation. Studying it from the written page, he can develop his reading skills, especially with regard to comprehension and literary interpretation. His writing skills including such aspects as composition, syntax, vocabulary, and spelling may be greatly improved by means of the student's composing his own verses. Thus, poetry may be a valuable tool of language teaching.

Although there are many excellent sources of poetry to use in a class of native speakers, a few sample suggestions will be offered recommending poems that are relatively simple with regard to syntax and vocabulary but which are likely for a variety of reasons to appeal to high school students. One such source is José Martí's Versos Sencillos[33] which contains the poem beginning "Yo soy un hombre sincero"[34] that much later was made into the popular song "Guantanamera." Because students will probably recognize the words of the first stanzas as the lyrics of a song that they feel belongs to their own age group, they are likely to become extremely interested in the poem and its background.

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[32] G. Bording Mathieu, "Poems in Early Foreign Language Instruction," ERIC 040 624, 1970.

[33] José Martí, Versos Sencillos (Havana: Publicaciones de la Secretaria de Educación, Dirección de Cultura, 1939).

[34] *Ibid.*, pp. 41-42.

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Another such source is the poetry of Luís Carlos López who also writes verses that are relatively elementary but whose imagery at times is so clear and striking that it possesses a special appeal for readers. The volume entitled Por el Atajo. . .[35] contains many excellent selections such as the poem entitled, "Muchachas de Provincia"[36] which skillfully captures one view of the predicament of unmarried women in the rural areas who are quite bored with the few activities permitted them.

Certain of Federico García Lorca's poems, those that deal with colorful sorts of things with which students are likely to be familiar and interested such as gypsies, horses, and bullfights may also be selected for class use. Such poems include "Poema de la Seguiriya Gitana"[37] which does an excellent job of capturing the sensations produced by the sob-like strains of a guitar. If students are at all interested in bullfighting, the classic "Llanto por Ignacio Sánchez Mejías,"[38] a striking lament for a dead bullfighter, may prove to be a good choice.

Thus, although the selection of poems available for use with Spanish classes of Mexican Americans is practically infinite, the teacher must be careful to choose those which are not extremely complex and which contain elements that will appeal to high school students.

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[35] Luís Carlos López, Por el Atajo. . . (Cartagena, Colombia: Casa editorial de J.V. Mogollón y Cía, 1947).

[36] Ibid., pp. 62-64.

[37] Federico García Lorca, El Arco y La Lira (Medellín, Colombia: Horizante, no date given), p. 12.

[38] Ibid., pp. 36-38.

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One Austin teacher feels that she has been successful using poems of quite a different origin: students from more advanced classes, third and fourth year, provided material by composing their own verses or by translating those written in English by others. Since first year students were often acquainted with the poets or translators, they were especially interested in the poetry, possibly more so than they would be if the author were some remote person with whom they were unfamiliar. Thus, students themselves can furnish material that is excellent for class use.

Newspapers and other periodicals also serve as a source of good supplements to the textbook. A subscription to a daily newspaper from Monterrey or Mexico City can be especially valuable because after a month it provides enough editions for everyone in the class to be able to look at his own copy simultaneously. In addition, these papers contain such a variety of features that there are sections to interest students with widely differing aficiones: girls become fascinated with fashion and society pages, boys are involved attempting to translate the sports section, and everyone studies the comic strips intently.

The teacher may choose to subscribe to several leading newspapers of the Spanish-speaking world such as ABC from Spain, La Nación and La Prensa from Buenos Aires, Argentina, Última Hora from La Paz, Bolivia, El Mercurio from Santiago, Chile, El Tiempo from Bogotá, Colombia, El Comercio from Quito, Educador, Novedades and Excelsior from Mexico City, La Tribuna from

Asunción, Paraguay, La Prensa and El Comercio from Lima, Perú, El Día from Montivideo, Uruguay, and El Universal and El Nacional from Caracas, Venezuela. From Central America and the Caribbean she may select El Diario de Costa Rica and La Nación from San José, Costa Rica, El Caribe from Santo Domingo, Dominican Republic, La Prensa Gráficia from San Salvador, El Salvador, El Imperial from Guatemala City, El Día from Tegucigalpa, Honduras, and La Prensa from Managua, Nicaragua.

Advertisements are useful for purposes other than those of language teaching; students often have the idea that Mexico and other Spanish-speaking countries are backward with very few of the modern conveniences and inventions found in the United States. However, by reading the advertisements in the newspapers which feature products quite similar to American ones, they frequently discover that these areas also are avanzados and should not be the object of contempt or scorn for not being progressive. A number of figures appearing including sports heroes, statesmen, entertainment personalities and leaders in the fashion world, serve as good models of persons of Hispanic ancestry that the students can respect and admire, a reaction which hopefully will help destroy feelings of inferiority they may possess due to their own Hispanic blood. Thus, newspapers furnish valuable teaching materials for psychological and sociological as well as linguistic purposes and are especially useful due to their high reader interest and the variety of features they contain.

Magazines, much like newspapers, are useful supplementary teaching materials, especially if they are of the format which contains many photographs and pictures so that students reading them become interested even if they have difficulty understanding the accompanying captions and text. Many of the popular magazines, similar to Look and Life in the United States, may be passed out to class members for the last ten or fifteen minutes of a teaching period every few weeks. While looking through issues students often enjoy recognizing articles about figures with whom they are familiar such as Jacqueline Kennedy Onassis or Richard Nixon while at the same time gaining an exposure to many aspects, often the most glamorous or the most controversial, of the life in the country from which the magazine comes.

There are a number of publications which may be good to use with classes of Mexican Americans studying Spanish. El Sol[39] is designed especially for students learning Spanish as a foreign language and contains many features which are devised as teaching activities such as crossword puzzles, jokes, riddles, and stories. While it has the advantage that it is designed specifically for language teaching, it is possible that another publication which is not so obviously educational may possess more attraction for students, especially native speakers. Aguiluchos[40] is a monthly children's magazine designed for Spanish speakers which contains such features as cartoons, a melodramatic serial entitled "El tirano," games, adventure stories, and jokes that may appeal even to high school students. Another publication exists that will be particularly valuable for use with Mexican Americans, not only due to its extremely entertaining nature, but because in addition it is highly instructional with regard to Mexican culture. Los Supermachos de San Garabato,[41] a magazine published in comic book form, is written from a popular point of view and provides caustic analysis of the social and political situation in Mexico. Although students may lack the background knowledge necessary to understand all the satire involved, nevertheless they will receive a general impression of many events and conditions of the country and will probably be fascinated with the magazine and its characters.

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[39] El Sol, monthly, Scholastic Magazines, Inc., Dayton, Ohio.

[40] Aguiluchos, monthly, Calle 19, num. 10, Col. Moctezuma, México D.F.

Although there exist numerous magazines written in Spanish, the following are recommended due to their popular orientation, the variety of features, and the number of photographs and drawings they contain. Hoy,[42] Mañana,[43] and Todo[44] have formats much like those of Life and Look and will particularly interest students who would rather concentrate on

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[41] Rius (pseudonym), Los Supermachos de San Garabato, Editorial Meridano, S.A., Tenayuca 55, Apdo. 32-603, México 13, D.F.

[42] Hoy, weekly, Sinaloa num. 20, Desp. 402, México 7,D.F.

[43] Mañana, monthly, Publicaciones Mañana, Amberes 38, Apdo. 989, México D.F.

[44] Todo, biweekly, Editorial Salcedo, Calle de Hamburgo, num. 36, Colonia Juárez, México D.F.

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pages of photographs and captions than of solid reading. Caretas[45] may have special appeal for boys due to its emphasis on sports activities.

Another excellent and highly entertaining source of reading material can be found in Spanish translations of Charles M. Schulz's "Peanuts" books, Snoopy, Vuelve a Casa[46] and Adelante, Charlie Brown.[47] The "Peanuts" characters which always have immense appeal for all ages make these books excellent for teaching because students already know the cartoons will be worth reading and thus take extra pains to understand the dialog. The comic strips contained in the book are curiosity provoking in that members of the class want to find out the meaning of such vocabulary words as the lentes for which Charlie is searching or the buitre that Snoopy is pretending to be so that they may understand the humor. The books are helpful in teaching slang and colloquial expressions such as ¡caray!, ¡maldita sea!, ¡recórcholis!, and many others. Their only shortcoming seems to be that they are definitely not a reflection of an Hispanic sense of humor as are the cartoons found in most Spanish-speaking magazines, but are clearly a translation of a Charles Schulz, United States sort of humor.

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[45] Caretas, biweekly, Empresa Caretas, Camaná 615, Of. 308, Lima, Perú.

[46] Charles M. Schulz, Snoopy, Vuelve a Casa, translation of Snoopy, Come Home (New York, Holt, Rinehart and Winston, Inc., 1969).

[47] Charles M. Schulz, Adelante, Charlie Brown, a translation of You Can Do It, Charlie Brown (New York: Holt, Rinehart, and Winston, Inc., 1969).

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The reading materials suggested in the previous pages obviously represent only a small sample of those available and appropriate for use with Spanish classes of Mexican Americans. Other recommendations may be found in "List of Books Recommended for Use in Spanish Classes of Spanish-Speaking Students"[48] and the Proyecto Leer Bulletin "List of Books for Children and Adults."[49]

In addition to the literature and reading materials suggested in the previous pages, there are other types of activities which involve less reading and more of other sorts of skills. For example, local folklore dealt with as oral tradition has furnished the foundation for a number of excellent projects. One teacher used a page of material from her fourth year class, "Una Colección de supersticiones por Cristina Mendoza" which presented the student's version of "La Llorona" and other legends. She typed up and ran off copies of the girl's paper, making the necessary corrections. Then students in the first year class read her account and immediately wanted to comment or relate their own stories which they had heard from various friends and relatives. As was suggested in Chapter IV, parents of students may become involved with the Spanish class and its activities by means of an assignment which calls for individuals to compose their own

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[48] Foreign Language Department, Pueblo High School, "List of Books Recommended for Use in Spanish Classes of Spanish-Speaking Students" (3500 S. Twelfth Avenue, Tucson, Arizona, 85713).

[49] Martha V. Tome (ed.) "List of Books for Children and Adults," Proyecto Leer Bulletin, no. 6, ERIC 041, 496, 1969 .

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accounts of legends or beliefs they have heard from their parents or other older relatives. Such a project can create much enthusiasm and interest on the part of the students and their parents.

Another Austin teacher has taken a somewhat different approach to local folklore but also feels that it has provided especially successful material for use with her native speakers. She has started discussions on popular legends and superstitutions including "La Llorona," "La Lechuza," and various curandero traditions and discovered that her students talked freely and contributed their own versions after she had obtained their confidence and they felt sure she would not be laughing at them. She later made the assignment that they talk with someone older, for example a grandmother or a tía comadre and hand in their own written accounts in Spanish. She later read to the class other versions from books of the more popular and well-known legends including "La Llorna," a procedure which was particularly effective in two respects. First, they had more interest in and respect for literature and reading since these were demonstrated to be associated with matters that were close and real to them as these traditions were. Second, they began to learn more about their heritage and its prevalence, to discover that such beliefs and stories are not limited to Austin, Texas but are also to be found in Madrid, Guayaquil, and many other places throughout the Spanish-speaking world. Such a revelation seemed to increase their respect and admiration for their heritage when they found that Spanish speakers of other countries shared stories similar to theirs.

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Other activities which have been found to be excellent for classes of Mexican Americans have involved games and role-playing. These have been especially effective in the case of schools in which the students may be considered culturally deprived. Of the numerous techniques appropriate for the physically oriented slow learner, role-playing is a marvelous stimulus for discussion and activity and appeals to the deprived child's love of action. It provides for a much more vivid presentation and fits in with his desire for excitement and movement.[50] Games especially appeal to the deprived because they are related to his down-to-earth, spontaneous approach to things. His extra-verbal communication is usually called forth in games, most of which are not word-bound. Most are also concerned with direct action and visible results.[51]

A variety of games and role-playing situations exists so that the teacher should consult the various manuals available to select one that is appropriate for her particular objectives. (One such book is Merry-Go-Round of Games in Spanish.[52]). However, a few words of advice are offered. First, considering the somewhat rambunctious nature of many classes composed entirely of Mexican Americans, the teacher must be careful not to choose

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[50] Riessman, p. 32.

[51] *Ibid.*, p. 71.

[52] Grace Dawson Vogan, *Merry-Go-Round of Games in Spanish* (Skokie, Ill.: National Textbook Co., 1962).

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a game that has the potential to cause a great deal of loud activity or movement, since such a situation is likely to grow out of control. For this reason she should avoid team competition and choose games that call for contests between individuals. Second, she must not watch aloofly the entire time but must take part and play at least one session of the game. If she refuses to participate, then the class may begin to feel that such activities are also too juvenile for them and be unwilling to take part.

Other activities similar to games can also be effective teaching tools; These include adivinanzas (riddles), trabalenguas (tongue twisters), canciones (songs), and bailes (dances). An excellent source for these is the Bilingual Program's Cultural Heritage Source Book mentioned previously. These are useful to teach all four skills, in addition to familiarizing the student with various aspects of his heritage and providing entertainment. Another source of Spanish-related dances is Regional Dances of Mexico[53] which presents the background of each dance as well as the music and lyrics, instructions for the steps themselves, and costuming directions. This is the sort of physical activity that may appeal especially to the physically oriented culturally deprived student.

Singing can be an excellent teaching activity because by learning songs in Spanish, the student can benefit culturally, aesthetically, and academically. Songs in the target language

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[53] Edith Johnston, Regional Dances of Mexico (Skokie, Ill.: National Textbook Co., 1963).

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are a natural medium of instruction; not only do they represent the culture and character of a country and its people, they provide learning opportunities in the more technical areas of language skills such as improving pronunciation, intonation, proper inflection, and effective emphasis, and in the avoidance of monotonous, uninteresting expression. Thus, singing can provide a vital part of language learning.[54]

Crucigramas or crossword puzzles are another game-like activity that provides a pleasant, entertaining vocabulary lesson; they furnish practice with known words by presenting them in different contexts while increasing the number of words in a student's vocabulary and enlarging his understanding of the Spanish language as a whole. One booklet useful for this purpose is Crucigramas para estudiantes[55] which is organized so that each puzzle is constructed around a specific theme such as the house, the body, irregular verbs, infinitives, and so forth so that the teacher can correlate puzzles with current classroom assignments. Regardless of their source, crossword puzzles that are of the appropriate level of difficulty for the student's language skill can be entertaining, instructional material.

Other good teaching activities can be provided by Spanish tape recordings with accompanying scripts which help to develop listening and reading skills while at the same time

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[54] Olivia Muñoz, "Songs in the Foreign Language Classroom" (New York: ERIC Focus Reports on the Teaching of Foreign Languages, #12, 1969).

[55] Jane Burnett, Crucigramas para estudiantes (Skokie, Ill.: National Textbook Co., 1965).

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revealing much about Hispanic culture. One such set of tapes and scripts is Los Buenos Vecinos,[56] a series in soap opera style dealing with a group of characters who live in Mexico City and their extremely entertaining adventures. However, in addition to being amusing, they subtly present quite a lot of information about customs and life in that capital, and the characters and situations are such that the listener often finds himself identifying with them and their comic predicaments.

The Berlitz series of tapes, scripts, and filmstrips,[57] although a bit outdated and not quite as amusing as Los Buenos Vecinos, nevertheless is entertaining and revealing about Hispanic culture, Mexican in particular. To develop auditory skills, students should first watch the filmstrip and listen to the narration and dialog on the tape. After they have heard the selection once or twice, they should be given the script and read it while following the tape; next, they should each take the part of one of the characters and read his lines, thus by means of this process developing listening, speaking, and reading skills. The filmstrips of the Berlitz series are particularly useful for teaching aspects that are not purely linguistic in that the pictorial parts are particularly appropriate for unstereotyped but accurate presentations of Mexican culture.

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[56] Los Buenos Vecinos Series, Language Arts, Inc., 1111 South Congress, Austin, Texas, 1961.

[57] Spanish Language Series, Pathescope-Berlitz Audio-Visual, 71 Weyman Avenue, New Rochelle, New York, 10802.

Many of the characters such as la madre simpática and el hombre cortés furnish good models of persons of Hispanic ancestry whom students can respect and admire and with whom they can identify with pride.

For more advanced students, the Recuerdos de España[58] series of tapes, written and narrated by Ramón Martínez-López, is a set of nostalgic memories of life in Spain dealing with "La casa de mi abuela," "La paella," and "El mercado." Although these are not as amusing and entertaining as the other two series mentioned and are more appropriate for use with fairly serious students, they are quite illustrative of many aspects of Spanish customs and culture and provide good practice in listening comprehension. However, because no filmstrips or scripts are included, the variety of uses for this series is somewhat limited as it is difficult to utilize it to develop reading and speaking skills as was possible with Los Buenos Vecinos and the Berlitz set.

Another activity using the listening skills involves aural practice in identifying the country of origin of Spanish speakers through recordings of their speech. This can later be combined with the analysis of what the differences are and attempts to imitate or reproduce them. Such an exercise helps to develop auditory discrimination and a sharper perspective on language and hence an increased ability to differentiate and control various speech styles.[59] Such tapes may also be valuable in demonstrating to students the immense variety that exists between dialects of Spanish and how they may experience difficulties with their own regional one outside of the Austin area.

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[58] Ramón Martínez-López, Recuerdos de España (Austin, Texas: Language Arts, Inc., 1111 South Congress, 1961.)

An additional technique to develop auditory discrimination and oral reading and spelling skills lies through the use of the "Mass Association Practice Drills" found in the Teacher's Manual, A-LM Spanish Level One,[60] special exercises for reading with lists of specific words and word pairs, single vowel versus diphthong drills, and intonation drills.[61] Mass association practice requires the reading aloud of material already mastered audio-lingually such as dialogs. For example, the method calls for students to master a unit audio-lingually and then to receive a written copy, after which the dialog should be read to them while they look at the printed page. In addition, they should be warned about interference problems, and obvious difficulties of sound-letter correspondence should be pointed out such as that the h in hola is silent and that the ll in llama and the y in oye represent the same sound (y).

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[59] American Association of Teachers of Spanish and Portuguese, Teaching Spanish in School and College to Native Speakers of Spanish (unpublished manuscript, Office of Education, Dept. of Health, Education, and Welfare, 1971.)

[60] Modern Language Materials Development Center, Teacher's Manual, A-LM Spanish Level One (New York: Harcourt, Brace, and World, 1962).

[61] Ana Komadina, "Guideline for Teaching Spanish to Spanish-Speaking Students" (unpublished pamphlet, Albuquerque, Public Schools, 1965).

Instructions for mass association practice also call for the class to read the dialog in chorus, paying particular attention to how sounds are spelled.

Other listening situations can be provided by radio broadcasts, especially in the Austin area. In addition to furnishing a variety of audio models, the radio is an excellent resource for maintaining listening skills and expanding cultural awareness, as programs on the culture of the mother country are likely to be far more timely and well-informed than the textbooks used in many academic programs.[62] The teacher may desire to make recordings from the radio of such things as speeches, children's stories, and the speech of people from different areas for use in class. If she can obtain access to a shortwave set, she may acquire especially fascinating material since much such communication is political such as the broadcasts from Radio Havana; thus, a variety of accounts with extremely different biases are provided.

Television is becoming an excellent medium for foreign language teaching, especially in Texas and southern California where there is access to programs from the Mexican side of the border. In particular, Channel forty-one from Mexico City shows bullfights, soap operas, and other programs useful for instruction in both language and culture. With the coming of relay satellite communications by which programs may be shown live from countries on the other side of the world, there are immense possibilities for creating tremendous interest in events in distant Hispanic countries as when a bullfight was relayed live from Spain and shown on closed circuit television at the Municipal Auditorium in Austin, Texas.

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[62] Robert J. Nelson, "Using Radio to Develop and Maintain Competence in a Foreign Language," ERIC 036 215, 1969.

Outside speakers also furnish excellent resource material for the Spanish class of native speakers; such a procedure may be useful for involving parents and other members of the community in the activities of the class to help stimulate students' interest, as was mentioned in Chapter IV. In addition, if the guest is an educated person who speaks a standard dialect, students may realize how ineffective their own local dialect is with persons from outside the Austin area. It is valuable to have frequent visitors to the class such as elderly people who can describe from personal knowledge colorful experiences of former years, lively professors from Mexican American studies programs from colleges in the area, and Mexican Americans in the various professions and in the arts and education. It has been advised that such people should speak, not about how they "made it" in the tone of "If I can make it by hard work, you can, too," which is likely to "turn off" students, but specifically about their own profession or occupation, as in a knowledgable lawyer's or professor's speaking on criminal law.[63] In this same vein, a teacher may recommend one of the various theatrical presentations in the area such as those by "Teatro Campesino," "Theater Unlimited," or the traveling productions that come to the city.

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[63] Barrera, March 15, 1971.

Field trips provide another activity which is useful in helping Mexican American students learn about their Hispanic heritage. One Austin teacher feels that the expeditions she has taken to nearby San Antonio for several years have been successful in accomplishing this purpose. Before visiting sites rich in Hispanic history and culture such as the Mission San José, the Institute of Texan Cultures, the Alamo, and the Governor's Palace, as well as places which are educational though not especially Hispanic such as downtown San Antonio, the Buckhorn Saloon, and Brackenridge Park, she shows students slides of previous trips and offers a few suggestions of things of which they may want to be aware. If they are given a few moments of unstructured activity on the trip itself, often they begin genuinely to feel much of the atmosphere and flavor of colonial times, as when they wander around the water mill and the adobe buildings of the old missions. Afterwards, this same teacher shows slides of their own trip and allows discussion, but she is careful never to place a heavy emphasis on educational aspects of the trip, a treatment which might kill students' spirit of curiosity and interest.

Endeavors more academic than the last few described are furnished by instruction in letter writing which, if mastered, may be an extremely valuable accomplishment, especially for boys who want to go into international business or girls who plan to be bilingual secretaries. *Español para* el bilingüe, Español para los Hispanos, and Spanish Letter Writing[64] all contain sections providing instruction in written correspondence in Spanish. However, the first two might be more appropriate for class use since they are written entirely in Spanish and are not as comprehensive as the third. Spanish Letter Writing goes into much more detail and would probably be better for a reference manual since it includes models of many types of letters and contains an English-Spanish glossary of pertinent terms.

The final activity to be suggested is one that probably would have to be done outside of class; it involves a tutoring program in Spanish for younger children, an "each-one-teach-one" program in which elementary school children are taught by high school students to read Spanish.[65] This could take place during school hours at the nearest grade school or after school at a convenient location. To stimulate interest and incentive, there could be public award ceremonies and prizes in recognition of each child who is able to read aloud a short selection from a book and explain briefly what he has read. Of course, the book would have to be carefully selected at the proper linguistic level and previously unknown to the young contestant. Probably not only the pupil but also the teacher would experience great improvement in reading skills in Spanish through such an activity.

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[64] Laurel Herbert Turk and Agnes Marie Brady, Spanish Letter Writing (Boston: D.C. Heath and Company, 1965).

[65] American Association of Teachers of Spanish and Portuguese, p. 11.

Because the standard textbooks designed to teach Spanish as a foreign language to Anglos are often so inappropriate and inadequate for use with a class of native-speaking Mexican Americans, the preceding pages of recommendations for materials and activities have been offered in the hope that a curriculum may be designed that allows for the unique assets and limitations of such students, omitting extensive work in areas in which they are already proficient and concentrating on their special problems.

CHAPTER VI

SUMMARY AND CONCLUSIONS

For the Anglo teacher who is accustomed to teaching Spanish to classes of Anglo American students, teaching Spanish to Mexican Americans is likely to present an entirely unfamiliar situation involving many new problems and a considerable challenge. She will have to make many adjustments, not the least of which is the fact that she will be teaching Spanish, not as a foreign language as was the case with Anglo students, but as a native tongue to students who have grown up speaking and hearing it. In addition to the new linguistic aspects of her situation, she will need to develop an understanding of the sociology and psychology of what may be an unfamiliar subculture, that of the Mexican American. In effect, she must develop a cross cultural sort of teaching, to adjust her own behavior to be able to deal effectively with an ethnic and cultural group unlike that to which she is accustomed.

The ideas and findings in this paper apply primarily to the secondary school, grades ten through twelve, in Austin, Texas. Because Mexican American characteristics and problems vary tremendously across the United States, it is appropriate specifically for the one city, although it is possible that in some respects it may have wider application.

The purpose of this paper, to suggest considerations directed toward improving the curriculum of Spanish courses designed specifically for Mexican Americans, appears especially important if one studies the statistics regarding these students' participation and interest in Spanish classes. Available figures indicate that not only do most Mexican Americans fail to enroll in Spanish courses, but those who do drop out each year at a terrific rate. It would seem that these classes are not attractive to native speakers for a variety of reasons, which leads one to conclude that investigation and improvement of these courses and their curriculum is necessary.

The somewhat limited material related to the teaching of Spanish to the Mexican American falls into three broad categories: (1) general and specific studies of sociology, psychology, linguistics, and politics as they apply to Mexican American culture, (2) works devoted totally to Mexican American education with very little said specifically on the subject of Spanish courses, and (3) works designed to serve as texts or guidelines for teaching Spanish to the Spanish-speaking. However, until 1970, there had been no serious systematic investigation and treatment of teaching Spanish to the Mexican American so that literature on this subject has generally been either of the nature of a sociological, linguistic, or psychological study, an examination of educational conditions and circumstances with little that pertains specifically to language or the bilingual problem, or texts and guidelines which are the most directly related of the three sorts but fail to express a viewpoint on many important issues.

The kind of socialization that the Mexican American generally receives at home frequently is not conducive to the development of the capacities needed for achievement at school. Upbringing of this nature often creates cultural interference in the form of obstacles to success in the classroom by stressing values that hinder what, by Anglo standards, is considered accomplishment and by neglecting those values which advance it. In addition to sources of cultural interference within the home, there are others produced by institutions such as the school and by society at large which contribute to and compound academic difficulties. Together, these forces often have managed to create such factors as an unfavorable or unrealistic attitude toward education and a negative self-image on the part of members of this subculture. Thus, partially as the result of the socialization the Mexican American youngster receives at home, at school, and from society in general, several social and psychological problems exist that have serious negative implications for his behavior in the classroom and should exert a great deal of influence on the manner in which a teacher chooses to conduct her courses.

Since the knowledge and background native speakers bring to the classroom may differ radically from that of Anglo students, teaching Spanish to Mexican Americans may demand from the teacher a set of approaches and procedures quite different from those she has used with classes who are just beginning to learn the language. Thus, she will need to devise special methods to deal with such problems as determining her students' skill levels in Spanish, overcoming their reluctance to speak the target language, and establishing effective classroom discipline. In addition she will find that it is necessary for her to take a position on such issues as how she will deal with her students' nonstandard vocabulary, grammar, and syntax and the amount of Spanish that should be used in the classroom in proportion to English. In addition to the more procedural and mechanical considerations, it is essential that she design her course so as to take into account psychological and motivational aspects, leading the student to become interested and involved in the Spanish class and its activities while helping him to develop pride, both in himself and his capabilities and in the Hispanic language and culture.

In regard to the materials to be used in teaching Spanish to Mexican Americans, the standard state-adopted textbooks written for Anglo students learning Spanish as a foreign language are often inappropriate or inadequate when used with native speakers who have a totally different linguistic background. Thus, it is essential that the teacher develop and search for supplements as well as adapting the textbook itself. In the field of reading material, she may use such literature as biographical works, publications by Mexican American authors, poetry and rhymes and newspapers and other periodicals. For non-reading activities, she may wish to use games and role-playing, Spanish tape series, radio broadcasts, guest speakers, letter writing, and tutoring.

Thus, because teaching Spanish to native-speaking Mexican Americans contrasts in so many respects to teaching Anglo students, the teacher must be careful to adjust her behavior accordingly, to design her course to take into account her classes' unique limitations and assets, to address the psychological and sociological needs of her students as well as the linguistic, and to adapt and find materials to suit her special situation.

APPENDICES

APPENDIX A

SAMPLE QUESTIONNAIRE TO DETERMINE BACKGROUND, INTERESTS, AND EXPERIENCES OF MEXICAN AMERICAN STUDENTS

SAMPLE QUESTIONNAIRE TO DETERMINE BACKGROUND, INTERESTS, AND EXPERIENCES OF MEXICAN AMERICAN STUDENTS

(Questions to be read orally, answers to be recorded on tape, preferably in Spanish.)

¿Cómo se llama Vd.?

1. ¿Viaja su familia?
   ¿Adónde?

2. ¿Ha viajado Vd. a Mexico?
   ¿A qué partes?
   ¿Cuáles son algunas de sus impresiones de México?

3. ¿Cuáles son sus tres pasatiempos preferidos?
   ¿Cómo los disfruta?

4. ¿Cuál es su programa de televisión favorito?
   ¿Por qué?
   ¿Hay otros?

5. ¿Tiene una gran afición? ¿Cuál es?
   (Una afición es algo que le gusta muchísimo como el fútbol, el cocinar, las modas, etc.)

6. ¿Cómo pasa Vd. los sábados?

7. ¿Qué hace Vd. cuando está sólo?

8. ¿Para cuál de sus padres tiene Vd. el más respeto?
   ¿Por qué?

9. ¿Adónde va Vd. los domingos por la noche?

10. ¿Qué haría si tuviera cien dólares?

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APPENDIX B

SAMPLE QUESTIONNAIRE TO DETERMINE LISTENING, SPEAKING, READING, WRITING, AND SPELLING LEVELS OF MEXICAN AMERICAN STUDENTS IN AUSTIN, TEXAS

SAMPLE QUESTIONNAIRE TO DETERMINE LISTENING, SPEAKING, READING, WRITING, AND SPELLING LEVELS OF MEXICAN AMERICAN STUDENTS IN AUSTIN, TEXAS

ORAL SECTION: Questions to be read orally, answers to be recorded either on tape or by circling a letter on the answer sheet.

I. Testing the accuracy of pronunciation or dialectal differences of a single word

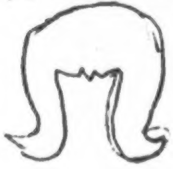
A. You will hear three words. Circle the letter of the word which is closest to what you say.

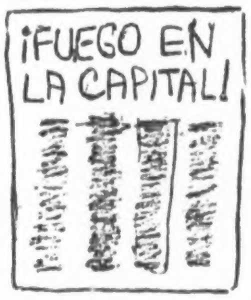
1. a. mucho b. muncho c. musho
2. a. ea b. ella c. ela
3. a. 'stábamos b. estábanos c. estábamos
4. a. antonces b. entonces c. entomces
5. a. colora'o b. colorado c. coloraro
6. a. decir b. dejir c. dicir
7. a. bueno b. güeno c. ueno
8. a. inorante b. imnorante c. ignorante

B. If you wanted to say ________________, which word or words mean ____________________?

		Say in Spanish:
1.	I went to the store.	I went
2.	You told me a lie, my son. (tú form)	you told me
3.	We leave at eight o'clock.	We leave
4.	The car is yellow.	yellow
5.	We have studied that.	We have studied
6.	I saw the robbery.	I saw
7.	We pay our bills.	We pay
8.	The books are outside.	outside
9.	There's too much starch in this shirt.	starch

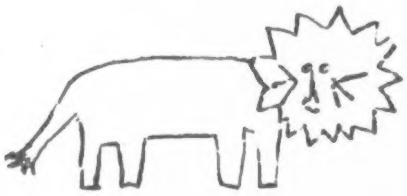
C. You will hear two words. . On your answer sheet circle the letter of the word which corresponds to the picture on your sheet.

1.  a. cabello b. cabe'o

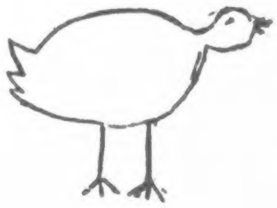
2. 
¡FUEGO EN LA CAPITAL!
a. periórico b. periódico

3. a. jumar b. fumar

4. a. anillo b. aní'o

5.  a. lión b. león

6. a. dieciséis b. diecisé

7.  a. gallina b. gaí'na

II. Testing lexical items

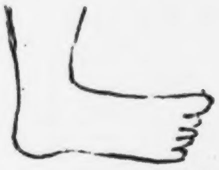
A. You will hear an English word followed by two Spanish words. Circle the letter of the Spanish word you would use to mean the same as the English. How would you say ________________?

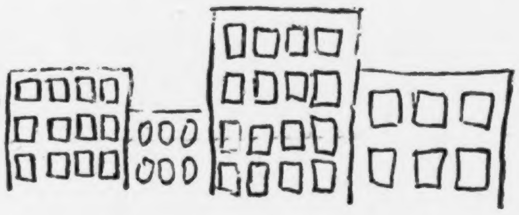
1.	oven	a. horno	b. acero
2.	to drive	a. manejar	b. arrear
3.	to try, to taste	a. calar	b. saborear
4.	movies	a. cine	b. vistas
5.	clutch	a. embrague	b. cloche
6.	manager	a. manejador	b. gerente
7.	blond	a. güero	b. rubio
8.	horn	a. pito	b. bocina

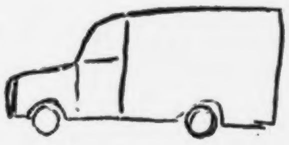
B. You have just given the Spanish you usually use. Now, for the following items, say the word that most Spanish speakers around the world would use. How would they say ______________?

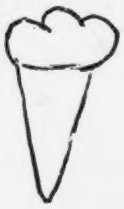
1. windshield
2. market
3. service station
4. steering wheel
5. bus
6. taxes
7. city block
8. to wash
9. window
10. to stop
11. to watch

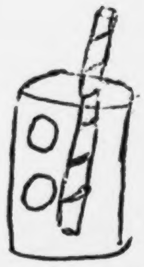
C. You will hear two words. On your answer sheet underline the word which corresponds to the picture on your sheet.

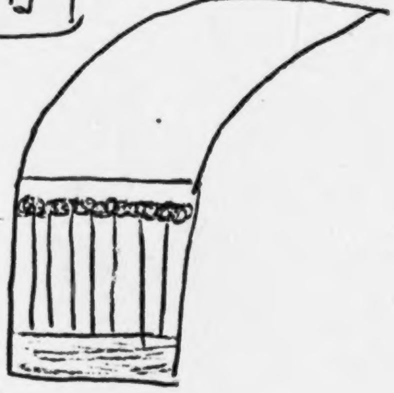
1.  a. pie b. pata

2.  a. el centro b. el pueblo

3.  a. camión b. troca

4.  a. escrín b. helado

5.  a. drinque b. bebida

6.  a. fósforos b. mechas

III. You will hear three short stories. Answer in Spanish the questions following each selection.

Sample question with answers:

Un hombre ha entrado en la cabina telefónica de la estación y está allí metido hace más de media hora. Los que están haciendo la cola no le oyen hablar. El que está el primero, empujado por los otros, y de mal humor también, se decide a abrir la puerta de la cabina.
--Perdone, señor, pero si usted no habla, ¿por qué no deja libre el teléfono?
--¿Yo no hablo?--contesta el señor irritado. --¡Es que escucho a mi mujer![1]

Pregunta a: ¿Cuánto tiempo está metido en la cabina telefónica el hombre?
Respuesta: El está allí más de media hora.

Pregunta b: ¿Qué hace?
Respuesta: El escucha a su mujer.

A. En el autobús atestado de gente, un señor se levanta en el momento en que sube una joven muy bonita.
--Gracias, señor. . .--dice la joven--, pero prefiero estar en pie.
--Verá, señorita. . .
--No se preocupe, señor; quédese sentado.
--Oiga, señorita. . .
--No insista, señor.
--Pero caramba, es que tengo que bajar--grita finalmente el pasajero.[2]

a. ¿Cómo es la joven?
b. ¿Qué quiere hacer el señor?

B. En un cine, se encontró un señor sentado tras dos mujeres cuya persistente charla llegó a hacérsele insoportable. Inclinándose hacia delante, le dijo a una de ellas:
--Usted dispense, pero es que no puedo entender nada.
--Ni falta que le hace senor--respondió indignada la habladora, que añadió:--Esta conversación es rigurosamente privada.[3]

a. ¿Dónde está sentado el señor?
b. ¿Por qué no puede entender nada?

---

[1] Elizabeth Keesee, Gregory G. LaGrone, and Patricia O'Connor, *Leer, Hablar y Escribir* (New York: Holt, Rinehart, and Winston, 1963), p. 30.

[2] *Ibid.*, p. 284.

[3] *Ibid.*, p. 158.

C. En una feria, un hombrecillo con sombrero en la cabeza y con largos bigotes no para de dar vueltas en el tiovivo montado sobre un caballo de madera.

Después de un rato, un curioso le pregunta:

--¿Quiere decirme por qué le gusta tanto dar vueltas en un caballo de madera?

--No es que me guste--contesta el hombrecillo serio--. Es que el propietario del tiovivo me debe mil pesetas y este es el único modo de cobrarme.[4]

a. ¿Qué hace el hombrecillo en la feria?
b. ¿Por qué lo hace?

---

[4] *Ibid.*, p. 62.

WRITTEN SECTION: Questions and answers will both be written.

I. Spelling and pronunciation problems

A. In each question, underline the Spanish word that means the same as the English word on the left (Be careful about spelling!)

1. careful a. cuidado b. ciudado
2. outside a. afuera b. ajuera
3. we walked a. andábanos b. andábamos
4. we brought a. trujimos b. trajimos
5. office a. oficina b. ofecina
6. afterward a. después b. dispués
7. I have a. tiengo b. tengo
8. I want a. quiero b. quero

B. Underline the word that is spelled correctly.

1. a. lluvia b. luvia c. yuvia
2. a. aquellos b. aqueos c. aqueyos
3. a. pitróleo b. petróleo c. petrolio
4. a. medecina b. midecina c. medicina
5. a. districto b. distrito c. destrito
6. a. maiz b. maíz c. maís
7. a. luces b. luzes d. luses
8. a. llo b. yo d. jo

II. Testing lexical items

A. What word or words do you use for the following English terms? Write it in the space provided.

1. comic strips ______________________
2. bacon ______________________
3. at times ______________________
4. we are
(Example: We are Americans.) ______________________
5. toothpaste ______________________
6. anyway ______________________
7. factory ______________________

B. You have just given the Spanish words you often use. Now, for the following items, give the word that most Spanish speakers around the world use for the following terms.

Write the standard Spanish word here.

1. officers (of a club) ______________________
2. underwear ______________________
3. tickets ______________________
4. army ______________________
5. carpet ______________________
6. we live ______________________

III. You will read three short stories. Answer in Spanish the questions following each.

A.

¡Quienes lo ven tan quietecito, no se imaginan
de lo que es capaz!

Dentro de los salones de exposición de Automotriz Internacional, este Volvo es la misma imagen de la belleza en reposo. Es necesario ponerse detrás del volante. Echarlo a andar y conocer de inmediato lo que es confort, seguridad y galanura en movimiento. . . .¡Se transforma! Haga usted mismo la prueba, todo lo que necesita es venir a Automotriz Internacional, recoger las llaves. . . y disfrutar su Volvo año con año, sin sombra de dudas.[5]

a. ¿Cuál es el propósito de este pasaje? ______________________

____

____

b. ¿Dónde se puede ver el Volvo? ______________________

____

B.

La señora advierte a su marido que acaba de invitar a cenar a algunos amigos. Al oír esto, el marido se precipita inmediatamente al vestíbulo, coge todos los paraguas y los esconde en un armario.
--Pero, ¿qué te pasa? --dice la mujer--. ¿Tienes miedo que te los roben?
--No --responde el marido--. De lo que tengo miedo es que los reconozcan.[6]

a. ¿Qué hace el marido? ______________________

____

____

b. ¿Por qué lo hace? ______________________

____

____

---

[5] *Ibid.*, p. 63.

[6] *Ibid.*, p. 254.

C.

TEMBLÓ OTRA VEZ EN EL CENTRO DE CHILE

Dos temblores de regular intensidad sacudieron la región central de Chile.

El Instituto Sismológico de la Universidad de Chile informó que el primer movimiento se sintió a las 11.04 horas y afectó a las ciudades de Valparaíso, Viña del Mar, Santiago, Melipilla, Rancagua, San Fernando y Curicó.

El segundo sismo ocurrió a las 11.47, hora local y su magnitud fue de grado 4 en la escala internacional de Richter cuyo máximo es de 12. No hubo daños ni víctimas.[7]

a. ¿Qué pasó en Chile? ____________________

____

b. ¿A qué hora ocurrieron las primeras señales? __________

____

c. ¿Era tremendo el segundo sismo? ____________________

____

---

[7] Ibid., p. 164.

Answer Sheet for Oral Section

Name ____________________

I. A. 1. a b c

2. a b c

3. a b c

4. a b c

5. a b c

6. a b c

7. a b c

8. a b c

B. (Answers recorded on tape.)

C. 1.

a b

2.

a b

3.

a b

4.

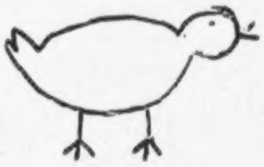
a b

5.

a b

6. 16 a b

7.



a b

Name ______________

Answer Sheet for Oral Section

II. A. 1. a b

2. a b

3. a b

4. a b

5. a b

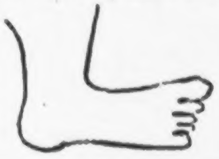
6. a b

7. a b

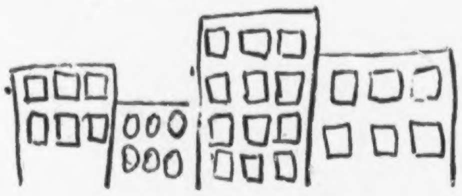
8. a b

B. (Answers recorded on tape.)

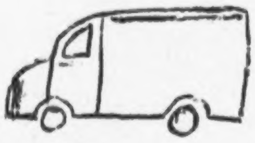
C. 1. a b



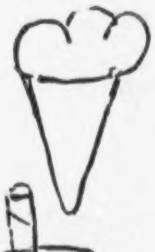
2. a b



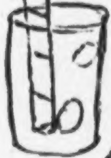
3. a b



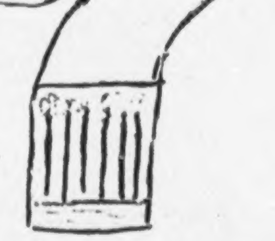
4. a b



5. a b



6. a b



III. (Answers recorded on tape.)

APPENDIX C

SAMPLE COMMUNICATIONS TO PARENTS

SAMPLE COMMUNICATIONS TO PARENTS

I. Note for the Student Not Progressing Well[1]

REPORTE ESPECIAL ESCOLAR--SPECIAL PROGRESS REPORT

ESCUELA SUPERIOR L.M. SMITH--L.M. SMITH HIGH SCHOOL

Fecha (date) ____________

____________________________ no está progresando bien en
(Name) is not making satisfactory progress in

____________________________ por las siguientes razones:
(Course) due to reasons checked below:

__ 1. Falta de preparción para la tarea diaria.
Lack of preparation for daily class work.

__ 2. No hace su trabajo a tiempo.
Failure to do assignments fully and on time.

__ 3. No hace los trabajos asignados para reponer deficiencias.
Failure to do make-up work.

__ 4. No pasa sus exámenes.
Failure on tests.

__ 5. Depende del trabajo de otros.
Depends on the work of others.

__ 6. No pone atención y interés en clase.
Lack of attention and interest in class.

__ 7. Molesta a la clase con actividades que no son parte de la clase.
Disturbs or initiates activities extraneous to class work.

__ 8. No tiene buena actitud.
Poor attitude.

__ 9. Falta a la escuela demasiado.
Absent too often.

__10. Carece la preparación para entender las tareas.
Background inadequate for this course.

---

[1] Adapted from a form used at A.S. Johnston High School, Austin, Texas.

__11. No pide ayuda al maestro.
Failure to ask for help.

__12. Falta de buenos hábitos de estudiar.
Poor study habits.

__13. Demasiadas actividades fuera de clase.
Too many outside activities.

__14. No participa en clase o en el laboratorio.
Failure to participate in class or laboratory.

Favor de firmar y devolver este reporte con cualquier sugerencia que usted tenga. Sírvase llamarme a la escuela o darme una hora definida para una entrevista personal, para que así podamos determinar una solución al problema.

Please sign and return this report with any suggestions you may see fit to make. Feel free to phone me or to set a time for a personal conference in order that we may explore what might be done to obtain better results.

Atentamente (Sincerely),

______________________ Maestro
Teacher

______________________ Padres
Parents

Respuesta:
(Reply)

II. Note for the Student Progressing Well[2]

L.M. SMITH HIGH SCHOOL
100 Broadway
Austin, Texas

Fecha ____________________

Estimado Sr. y Sra. ______________________,

Nos complace informarles que ______________________, por su esfuerzo y cooperación en la clase de ______________________ es digno de elogio, y que su contribución ha sido de un valor especial para esta clase.

Las actitudes, cualidades, y características demostradas por ____________________________ en mi clase son típicas del buen ciudadano y son necesarias en nuestros días.

Ha sido un placer trabajar con ________________ y deseamos felicitar a ustedes, sus padres, por tan fino, diligente, y cooperador joven alumno de nuestra escuela.

Date ___________________

Dear Mr. and Mrs. ______________________,

We are pleased to bring to your attention that ______________ effort and cooperation in ____________________ has been worthy of special note and that his/her contribution has been a real asset to the class.

The attitudes, qualities, and characteristics displayed by _________________________ in my class are those of good and responsible citizenship, so badly needed in this day and age.

It has been a pleasure to work with __________________ and we want to commend him/her to you and to congratulate you, his/her parents, on having such a fine, diligent, and cooperative young member of our school.

Atentamente (Sincerely),

______________________ Maestro
Teacher
______________________ Director
Principal

---

[2] Adapted from a form used at A.S. Johnston High School, Austin, Texas.

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VITA

Jean Childers was born in San Antonio, Texas, on August 10, 1948, the daughter of Ruth Tulloss Childers and Dr. Marvin A. Childers, Jr. After completing her work at Alamo Heights High School in San Antonio, Texas, in 1966, she entered Wellesley College in Wellesley, Massachusetts. In June, 1968, she transferred to The University of Texas at Austin from which she received the degree of Bachelor of Arts and graduated with high honors in May, 1970. In June, 1970, she entered the Graduate School of The University of Texas.

Permanent Address: 101 Nacogdoches Road
San Antonio, Texas 78209

This thesis was typed by Mrs. James Strachan.